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ABSTRACT

Adapted from a larger distance learning program, this video guide is designed for use by students who feel most comfortable working within the video modality. It contains self-study exercises for development of job-related reading, writing, problem-solving, and reasoning skills required of direct care workers. This independent, self-paced course is divided into 10 theme areas, each relating to a work task that is part of the direct care worker's job. Each theme area is divided into separate units each planned to take about 1 hour to complete. The materials are related to three videotapes. Each unit consists of these components: job context, communication skills covered, objectives, materials list, introduction, description of videotape material, learning activities, and supplements. Theme areas are as follows: introduction to distance learning and reflections on the relationship between direct care work and communication skills; writing notes and narratives; incident reports; individualized planning process; medications; communicating and connecting with individuals; managing daily living activities; improving productivity and job efficiency through personal development; preview of direct care for transitional workers; and career-related college and academic skills. Appendixes include the following: a form to evaluate the guide, information on how to study and manage your time effectively, topics and learning objectives, and answer key. (YLB)

ED 415 396

COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS DISTANCE LEARNING PROGRAM VIDEO GUIDE

by

VERNA HASKINS DENNY, Ph.D.

A collaborative project of:
CENTER FOR ADVANCED STUDY IN EDUCATION, CUNY GRADUATE SCHOOL
CIVIL SERVICE EMPLOYEES ASSOCIATION, INC.
NEW YORK STATE OFFICE OF MENTAL RETARDATION AND DEVELOPMENTAL DISABILITIES
NEW YORK STATE GOVERNOR'S OFFICE OF EMPLOYEE RELATIONS

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COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

VIDEO GUIDE

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COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

DISTANCE LEARNING VIDEO GUIDE

Overview

This Video Guide has been adapted from a larger OMRDD /REACH/ CUNY Distance Learning Program. It is designed for use by those students who feel most comfortable working within the video modality.

As in the larger program, this guide contains self-study exercises for the development of job-related reading, writing, problem-solving, and reasoning skills. But all of the units contained in this guide have been developed around videotape lessons.

The purpose of this course is to help improve your job-related reading, writing, math, and problem solving skills so that you will be able to complete tasks that require these skills in your work as a Direct Care Worker.[1] This program is an independent, adult learning, self-paced course. The Video Guide is divided into 10 theme areas. Each theme area relates to a work task that is part of the Direct Care Worker's job.

Each theme area is divided into separate units planned to take approximately one hour to complete. However, this Video Guide is a self-paced method of learning. Although units are planned to take approximately one hour to complete, it may take you more or less time to finish a particular unit. You may choose to work on a unit over more than one session. If you finish a unit before an hour session is over, you may want to take time to review and check your work. You may also decide to repeat a unit at a later time in the program. All adult learners benefit from repetition. As they say, "Practice makes perfect!" After you've worked with the program for a while, you will have a sense of your learning and your study style and will know how to pace yourself.

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[1] Throughout this guide, Direct Care Worker means Developmental Aide.

Choose a quiet place to work on your study materials. Be sure you have any supplies you may need on hand. In addition, an All-In-One terminal or computer and a VCR should be accessible. In addition to the Video Guide, the following materials are included in your packet:

1. Three videotapes: All of the units in this guide use a section of videotape as part of the learning activity. The video provides scenarios of activities and events in an OMRDD site that will be used as the basis of reading or writing activities.

2. The Writing Skills Handbook by Charles Bazerman is included with this packet. Some units may ask you to use this handbook; also, use it as a reference tool as you are completing the writing activities in this Video Guide.

Introduction to Videotape Materials

All of the units in this Video Guide will utilize a videotape as part of the Learning Activities. These tapes will serve as a basis for reading and writing exercises. Most of the tape segments come from OMRDD tapes of observations and interviews of Direct Care Workers on the job.

Keep in mind that viewing these videotapes will be different from viewing commercial tapes you may rent from a video store. For example, the sound may not always be perfect. On occasion it may sound muted. Don't worry when this happens. It is not a mechanical problem.

Each tape is divided into a number of segments. Usually a particular unit will ask you to view one segment. A time code is provided in the upper right-hand corner of the videotape. You will be given instructions in this Video Guide for finding the beginning and ending of specific segments.

Some segments may have more than one section. This is because we often combined footage on similar topics from different OMRDD tapes. You should see a brief blank screen between sections of segments, but it is easy to differentiate between a segment and a section because the beginnings and ends are clearly marked with the word "Beginning of Segment#" and "End of Segment"."

Suggestions for how to view a particular videotape segment are provided for each unit. However, feel free to modify our instructions to meet your working style and needs. There is no need to watch an entire segment if you feel you've already gotten the information you want for the purpose of the Learning Activity. Rewind and fast-forward as much as needed and, unless you are asked not to, take notes while you watch.

One last point of information. This taping was done some time ago. Some of the terminology and language may not be up to date. For example, some of the Direct Care Workers on these tapes refer to their clients as "kids" even when they are adults. We will use the term "individual" throughout this Study Guide.

Materials to Purchase

You may want to purchase the following materials to use when working on the Video Guide:

1. Looseleaf paper

2. Index cards: 3" x 5"

3. Pocket dictionary: (e.g. Merriam-Webster Dictionary)

Many of the units in this Video Guide suggest completing your work using a computer and the All-In-One E-mail system. This will give you practice in creating and sending e-mail messages. Many of the assignments ask for your opinion of different aspects of Direct Care Work. You may want to e-mail the messages you write to another Direct Care Worker at your job. If you do not have access to the All-In-One system when you are working on this Video Guide but have a computer available, you may want to complete some of your work using a word processor program. Knowing how to use as computer or an e-mail system is becoming increasingly important for many jobs including that of the Direct Care Worker. Doing your work on a computer will help you become more familiar with this technology. In addition, you will be able to proof and edit you work using the Spell-Check function.

Independent learning is quite different from the traditional classroom model of learning. Independent learning requires self-discipline and taking responsibility for your own work. How you study and manage your time will determine your success.

Although you are working independently, there are people who can support your learning process:

- Another Direct Care Worker: Many of the learning activities in the Video Guide suggest that you use the All-In-One e-mail system for your written work. You can send your work to a supportive co-worker and begin a dialogue around issues and problems common to Direct Care Workers.

- A Direct Care Worker who is also completing the Video Guide: Workers across the State are improving their reading, writing, math and problem solving skills using this Video Guide. Your Education and Training Director can give you the names of other workers who are completing the program the same time as you. Send an e-mail to one or two of the names on the list and suggest that you become e-mail partners. You can then write your e-mail partner whenever you wish, to share experiences or just to "chat".

- Your Education and Training Director and your supervisor: Both of these people support work on this program. They understand that by completing this program you will be a better worker. You should feel free to ask them to clarify any questions you may have or to bring any problems to their attention.

- Your family and friends: Sometimes it helps to discuss a learning activity with a family member or a friend or to ask another person to help edit or proof your work. When you are studying "at a distance" just having someone you can talk to when your work gets lonely or difficult can give you a needed boost to keep going.

Appendix A, in the back of this Video Guide, gives more pointers on how to succeed as an independent learner. Take a minute to read through Appendix A now so you can have an overview of the recommendations given. Then refer to it again as needed while you are working on this project.

What's Next

This Video Guide is one small part of a larger Distance Learning Curriculum. The larger curriculum has 75 additional units for further work in the ten theme areas to improve your reading, writing, math and problem solving skills. These units utilize different modalities, other than videotapes, such as e-mail, computer software and pen and paper activities. Ask the Director of the Education and Training unit at your DDSO for more information on how to continue your work with the complete Distance Learning Program.

You may also want to speak to your CSEA union representative about your future educational plans. He or she can explore other learning opportunities with you.

Good luck and enjoy your work!

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 1

Introduction to Distance Learning, and Reflections on the Relationship Between Direct Care Work and Communication Skills

UNIT 1

Your Job Experiences

Job Context: Relationship Between Direct Care Work and Communication Skills

Communication Skills: Improving Writing Skills; Review Different Responsibilities of Direct Care Work; Reading Comprehension

Objectives:
- practice writing - use examples and details to support answers
- review different aspects of Direct Care Work

Materials

- Video Guide
- Looseleaf Paper and Pen
- Videotape #1

Introduction

In this unit, you will view a tape where a Direct Care Worker is talking about her experiences on the job. You will answer comprehension questions about the tape and give your own opinions on the topics she discusses.

Description of Videotape Material

The videotape segment lasts about ten minutes and shows an interview with a Direct Care

Worker, Linda. The videotape for this unit is on Tape #1 and is labeled Segment 1[1]. There are two sections to this segment. It begins at 00:00:00 and ends at 00:10:01. The words "End of Segment 1" appear when the segment is over.

Learning Activity

View Segment 1. Turn to the question worksheet on the next page. Read the questions you will be expected to answer. View the segment a second time, writing down notes you'll need to answer the questions. Answer the questions on the worksheet in complete sentences. Review Segment 1 as many times as needed as you complete the worksheet. Whenever possible, give examples or details to support your answers.

Check your work.
(Answer key located at the back of this guide.)

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[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabiltities Bureau of Public Affairs, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilties.

THEME AREA 1, UNIT 1

Questions on Interview with Linda--Videotape 1, Section 1

1. What does Linda say are important characteristics of a Direct Care Worker?

2. What are the two different ways that families relate to Direct Care Workers?

3. Have you had experience dealing with the families of the individuals you work with? Of the two types of families that Linda describes, what is the one you are most likely to encounter at your worksite?

4. What does Linda say about trainees? How do you feel about her comments?

5. From the context of what Linda is saying, what do you think is meant by "floating items?"

6. What are the advantages of being a "floater?"

7. How does Linda feel about body jackets, corsets, and elective surgery? Why does she feel this way? Do you think she is right to follow a procedure the professionals disagree with? Why or why not?

8. What are the reasons Linda gives for being discouraged?

9. Are you ever discouraged on the job? What can make you discouraged?

10. Linda says that arguments between professionals and staff, and disagreements between staff on two different shifts cause a lot of stress for her. Describe an experience you've had where you've been involved in or seen this kind of conflict. How was it handled?

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 1

Introduction to Distance Learning, and Reflections on the Relationship Between Direct Care Work and Communication Skills

UNIT 2

The Feelings and Experiences of a Direct Care Worker

Job Context: Relationship Between Direct Care Work and Communication Skills

Communication Skills: Improving Writing Skills; Review of Different Responsibilities of Direct Care Workers

Objectives:

- recognize job tasks that require reading, writing, and math
- review reporting requirements for worksite
- practice writing
- review different aspects of Direct Care Work

Materials

- Video Guide
- Looseleaf Paper and Pen
- Videotape #1

Introduction

In this unit, you will view a videotape of an interview with Joe, a Direct Care Worker. Joe talks about how he feels about being a Direct Care Worker and his experiences working on the job.

Description of Videotape Material

The video material for this unit is on Tape #1 and is labeled Segment 2[1]. It begins at 00:10:07 and ends at 00:19:21 when the words "End of Segment 2" appear. The entire segment is an interview with Joe. The interviewer, off camera, poses questions to Joe which he then answers.

Learning Activity

View Segment 2. At the end of Segment 2, stop the tape.

Complete this Learning Activity using e-mail. We encourage you to use the e-mail system whenever possible to increase your skills in using a computer terminal.

In this e-mail message you will be writing about your perception of your job as a Direct Care Worker and how it compares with Joe's ideas.

Try to address the questions carefully and completely. Read over your work, checking for mistakes in spelling, punctuation, or wording. Refer to your Writing Skills Handbook when necessary.

Answer the following questions:

1. Joe says that one of the reasons he took a job as a Direct Care Worker was so that he wouldn't have to take work home and would have the time to go back to school. What were your reasons for becoming a Direct Care Worker?

2. What are your long-term career goals? Do you plan to stay with the State until you retire as Joe does?

3. Joe states that he was impressed with the training he received on the job. From your experience, do you agree that the training is good? Why or why not?

4. Joe gives two examples of things he remembers as excellent training ideas. Is there anything that you've found particularly useful from your own training?

5. On the job, do you spend more than 20 minutes a day on paperwork? How do you feel about this?

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[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabiltities, Bureau of Public Affairs, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities.

6. Joe summarizes his feelings about being a Direct Care Worker by stating, "If they don't like people, this is not the place for them. You can't fake it." Do you also feel this is the most important characteristic of a Direct Care Worker? Why?

After you have finished writing use the following guidelines to check your work:

- Is my writing clear and well-worded?
- Did I answer the questions that were asked?
- Are my ideas well-developed and thought out?
- Did I read over my work for errors?
- Did I spell check my work?

If you wish you may to address and send your e-mail message to another Direct Care Worker and ask him or her to respond with thoughts on this topic.

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 1

Introduction to Distance Learning, and Reflections on the Relationship Between Care Work and Communication Skills

UNIT 3

Comparing Developmental Centers and Community Homes

Job Context: Relationship Between Direct Care Work and Communication Skills

Communication Skills: Improving Writing Skills; Review Different Responsibilities of Direct Care Workers; Pre-writing Skills for (Comparing/Contrasting Paragraphs)

Objectives:

- recognize similarities and differences in job tasks
- practice writing - use a pre-writing organizational strategy
- review procedures for getting information
- review different aspects of Direct Care Work
- understand technical vocabulary through context

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #1

Introduction

In this unit, you will be exploring how tasks are done similarly or differently at a Developmental Center and at a Community Home. You will be observing and writing descriptions of the activity of eating.

Description of Videotape Material

The video material for this unit is labeled Segment 3[1]. It begins at 00:19:30 and ends at 00:40:30. There are three sections in this segment. The first section is an example of a meal at a center where Joe is employed as a Direct Care Worker. These are live scences with no voiceover. Do not worry if some of the dialogue is unclear. Try to watch the scences for as many details as you can. Section 1 ends when Joe says, "Excuse me, John," and walks behind a partition. It is followed by a black screen.

The second and third sections show individuals eating at a community home where Mike is the Direct Care Worker. The third section ends after Mike tells the individual who is cutting his meat that he did "great," and the individual in the foreground puts his soda bottle on the table. It is followed by the words "End of Segment 3."

Learning Activity 1

View Segment 3, Section 1. At the end of Section 1, stop the tape.

Label a looseleaf page "Eating at Joe's D.C." Describe the eating activity. Include the answers to the following questions:

1. What is the setting for the eating activity?
2. What is the overall atmosphere of the dining area? (e.g. calm, chaotic) What in the tape gives you that feeling?
3. What is the eating ability level of the individuals?
4. How does the Direct Care Worker relate to the individuals?

Learning Activity 2

Section 2 begins with Mike saying, "Huh" and an individual saying, "She loves me Mike..." as they walk into the dining area.

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[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabiltities, Bureau of Public Affairs, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities.

View Sections 2 and 3. Label a looseleaf page "Eating at Mike's Community Home." Describe the eating activity. Answer the same questions that you answered for Joe, above.

Learning Activity 3

Look back at your notes on "Eating at Joe's D.C." and "Eating at Mike's Home." How are the eating activities at these two sites the same or different?

Divide a third sheet of paper into two columns. Label one column "Same" and label the second column "Different." List, under each column, everything that is the same or different when you compare eating at Joe's Developmental Center with eating at Mike's Community Home.

Check your work.
(Answer key located at the back of this guide.)

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 1

Introduction to Distance Learning, and Reflections on the Relationship Between Care Work and Communication Skills

UNIT 4

Vocabulary Review (Worksite)

Job Context: Understanding and Using Technical Vocabulary

Communication Skills: Expanding Knowledge of Technical Vocabulary; Learning a Technique for Understanding Vocabulary Words; Reading Comprehension (understanding vocabulary in context)

Objectives:
- review terminology used by service providers, occupational therapists, etc.
- use the context for vocabulary development
- review technical vocabulary
- introduce method for understanding vocabulary in the context

Materials

- Video Guide
- Looseleaf Paper and Pen
- Videotape #1
- Dictionary

Introduction

At your worksite over the course of a day, you often come in contact with terminology and vocabulary that is technical or specific to your field of work. You may find words that are new to you in conversations with other professionals, in forms or other written material, and in your training classes.

In this unit, you will review the kinds of words that some employees may find difficult. You will be given a method to review and learn unknown words. Further work is provided on terminology and vocabulary in upcoming units.

Description of Video Materials

The videotape for this unit is on Tape #1 and is labeled Segment 4[1]. It begins at 00:40:37 and ends at 00:49:34 when the words "End of Segment 4" appear. This segment is an excerpt from the OMRDD SCIP training tape. Although this is a tape that is used for training in the SCIP course, for our purposes we will not be focusing on the content as much as on the language and vocabulary that the Instructor uses in providing the information.

Learning Activity 1

1. View video Segment 4. When you reach the section entitled "Interdisciplinary Team," about seven minutes into the segment, stop the tape. The remainder of this section has no assignment connected to it.

2. Rewind the tape to the beginning of Segment 4. Replay this portion of Segment 4. This time, as you review this segment, make a list of any technical words or vocabulary that are unknown to you or that you don't understand. Stop when you reach the section entitled "Interdisciplinary Team" again. Feel free to stop and start the tape as much as you need to while viewing, and to review it as many times as you need to.

3. As a supplement to this unit, there is a list of words you may have found difficult. Check off the ones that you included on your list. Add any additional words you identified to the bottom of the list.

Learning Activity 2

Often, in written and spoken language, unfamiliar words can be figured out by using the text surrounding the word to help you understand the meaning. The speaker or author wants you to understand what he or she is saying and will give you clues to help you. In addition, technical words are often repeated many times in a long passage or lecture. If you can't figure them out the first time, you may be able to the next time they appear in what you are reading or listening to.

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[1] **Strategies for Crisis Intervention and Prevention: SCIP Training Program**, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabiltities, Office of Workforce Planning and Development.

them out the first time, you may be able to the next time they appear in what you are reading or listening to.

Supplement 2 gives you some of the terminology used in the SCIP segment that you just viewed, and shows you how you can use author clues to figure out the meaning.

Study Supplement 2. After you feel you have a good understanding, rewind the tape and view Segment 4 once again, listening for the vocabulary words that were identified in Supplement 2 and how they are used in this lecture.

Learning Activity 3

Turn back to Supplement 1. Are there any words on your list whose meaning you would like to review? In the space provided in Supplement 1, write what you think each unknown word means. Then check the definition in your dictionary. Put a check mark in the space provided if you were right.

Check your work.
(Answer key located at the back of this guide.)

Supplement 1

Technical Words and Vocabulary, Partial List
SCIP Training Tape

Words are listed in the order they are spoken on the tape.

COMPETENCY On my list: Yes_________ No_________

What I think it means____

____

____

Correct? Yes_________ No_________

INTERVENTION On my list: Yes_________ No_________

What I think it means____

____

____

Correct? Yes_________ No_________

GRADIENT CONTROL On my list: Yes_________ No_________

What I think it means____

____

____

Correct? Yes_________ No_________

PERSONALIZE On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

COMPOSURE On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

MALADAPTIVE BEHAVIOR On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

OFFENSIVELY On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

DIGNITY On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

IMPLEMENTATION On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

UTILIZE On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

INTRUSIVE On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

HYPERVENTILATION On my list: Yes________ No________

What I think it means____

____

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Correct? Yes________ No________

APPROPRIATE On my list: Yes________ No________

What I think it means____

____

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Correct? Yes________ No________

ABIDE On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

FACTORS On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

TOLERATE On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

DIFFUSE On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

PROXIMITY On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

AGITATION On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

REDIRECT On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

EFFECTIVELY On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

TECHNIQUES On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

REASSURE On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

EMPHASIZE On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

BEHAVIORAL On my list: Yes________ No________

What I think it means____

____

____

Correct? Yes________ No________

OTHER WORDS ON MY LIST

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

THEME AREA 1, UNIT 4

Supplement

Understanding Vocabulary from the Context

Author Clues:

(Examples are given in the order they appear in the SCIP tape)

1. The author may give you the **definition** of a word in another part of the sentence.
   Example:
   gradient control, that is, use the least intrusive interventions

2. The author may give an **example** that will help you understand.
   Example:
   Don't **personalize** a situation. Don't get involved in a power play.
   (Dictionary definition: to make personal or individual)

3. Sometimes a word will be described as different from its **opposite**.
   Example:
   SCIP developed as a defensive intervention. It must not be used **offensively**.
   (Dictionary definition: aggressive, attack)

4. A word can be defined by its **synonym**.
   Example:
   right to be treated with respect and **dignity**.
   (Dictionary definition: worthy)

5. A word may serve a **similar function to the words it is grouped with**.
   Example:
   hyperventilation is included with a list of symptoms.

6. When two words are hooked up together, **you may be able to figure out one word if you know the other.**
   Example:
   Model **appropriate** and acceptable behavior.
   (Dictionary definition: suitable)
   Must be aware of and **abide** by regulations protecting rights of individuals.
   (Dictionary definition: continue, endure)

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

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THEME AREA 2

Writing Notes and Narratives

UNIT 5

Observation and Note-Taking

Job Context: Writing Notes (or Log Entries)

Communication Skills: Recognizing Pertinent Information; Planning to Write; Writing a Note; Writing Skills

Objectives:

- describe how you distinguish between significant and irrelevant information
- plan to write
- relay accurate, precise information in writing
- review correct use of technical vocabulary
- review correct spelling, sentence structure, and verb form

Materials

- Video Guide
- Looseleaf Paper and Pen
- Videotape #1

Introduction

This unit will provide practice in observing and taking notes. You will view an event that takes place in a Community Home and take notes on what happened.

Description of Videotape Material

The videotape segment shows a situation where a Direct Care Worker, Mike, is trying to find out why an individual, Alberto, does not come down to dinner. The video material for this unit is on Tape #1 and is labeled Segment 5[1]. It begins at 00:49:40 and ends at 00:53:59, when the cameraperson takes a closeup shot of Mike, who shakes his head and says, "I don't know what to say to him," and the words "End of Segment 5" appear. It is in two sections and is approximately four and a half minutes long.

Learning Activity 1

1. View Segment 5. At the end of Segment 5, stop the tape.

2. Make a Recall List. Write down whatever you can remember from this segment. Think about the questions Who? What? When? and Where?

3. Rewind the tape. Replay Segment 5. As you view this segment, take notes, skipping lines on your paper.

4. Put your notes aside. Without looking at your notes, add as much information as you can to your Recall List.

   How many additions did you make to your Recall List?________________________

5. Using your notes and your Recall List, rewrite your notes as they would appear on a Note Form (N27). A copy of a Note Form (N27) is on the next page.

6. Rewind the tape. Play Segment 5 again and make any necessary additions to your notes.

Learning Activity 2

On this tape, Mike is trying to find out why Alberto won't come down to dinner. Have you ever had a similar situation with an individual in your care? How did you handle it? Do you think Mike handled this situation well? What would you have done differently?

Write a short essay about your thoughts on this. If you wish you can write it as an e-mail message and send it to another Direct Care Worker. Be sure to spell check your work before sending it. Ask that worker to write back and tell you about his or her experiences.

Check your work.
(Answer key located at the back of this guide.)

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[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs, Coprright 1989, New York State Office of Mental Retardation and Developmental Disabiltities.

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THEME AREA 2

Writing Notes and Narratives

UNIT 6

Writing Practice

Job Context: Writing Notes

Communication Skills: Recognizing Pertinent Information; Writing Descriptions; Editing Skills

Objectives:

- relay accurate, precise information in writing
- review correct spelling, sentence structure, and verb forms
- apply editing skills

Materials

- Video Guide
- Looseleaf Paper and Pen
- Videotape #1

Introduction

This unit will give you practice in writing. You will use the Writing Checklist and the **Guidelines for Clear Writing** in the Supplement to improve your writing. You will be writing a description of two individuals.

Description of Videotape Materials

The videotape segment provides a description of two individuals, Keith and Tom, by the

Direct Care Worker, Joe. In each case, their comments are followed by footage of the individual in action.

The videotape for this unit is on Tape #1 and is labeled Segment 6[1]. It begins at 00:54:06 and ends at 1:08:15. The words "End of Segment 6" appear when the segment is over.

There are six sections in this segment. The first two sections are about Keith. The second section ends when Keith leaves the room to go and take a rest.

The next four sections are about Tom. The sections on Tom end when Tom is walking down the hall and says, "Thank you, Sylvia." Joe says, "She told you how good you look." It is followed by the words "End of Segment 6."

Learning Activity 1

1. View the first two sections of Videotape #1, Segment 6. These sections are about Keith. When you reach the end of this section, stop the tape. Feel free to review these sections as often as you need to when writing your description.
2. Write a description of Keith. Include as much detail as you need to give a good portrait of Keith. Include information on his personality, physical characteristics, interests, abilities, habits, and any other relevant information. Organize your ideas.
3. Read the supplement to this unit, **Guidelines for Clear Writing.** Check your writing. Does it meet those criteria? Edit as needed.
4. Check your work using the supplement Writing Checklist. Make any changes or corrections that are needed.

Learning Activity 2

Repeat the above procedure and write a description of Tom, the second individual described in this segment. View the last four sections of Segment 6. When you reach the end of Segment 6, stop the tape. Review these four sections as often as you need to when writing your description.

Complete tasks 2 and 3 under Learning Activity 1.

---

[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabiltities, Bureau of Public Affairs, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities.

Check your work.
(Answer key located at the back of this guide.)

THEME AREA 2, UNIT 6

Supplement

Writing Checklist

- Notes are accurate and specific
- All pertinent information is included
- Only accepted abbreviations are used (See Writing Skills Handbook, Chapter 12)
- Sentences are well-written and clear (See Writing Skills Handbook, Chapter 1)
- Spelling is correct (See Writing Skills Handbook, Chapter14)

Write with your reader in mind.

How can you improve the quality of your writing? The most important thing you can do is to write with your reader in mind. Thinking about your reader will force you to do several things:

- Avoid jargon when writing for an audience outside the agency. Jargon is the specialized vocabulary that you use in your work. You and your co-workers may understand what you say, but someone outside the workplace won't.
- Consider the reading level of your readers. If you are writing for an audience of college graduates, you probably don't have to worry about making your writing too complex. But if you are writing for a general audience, you should avoid long sentences and unusual words.
- Consider your reader's response to what you write. Is your reader likely to be confused? angry? uninterested? How can you change what you have written to create a more desirable response?
- Be careful not to offend your reader. It is easy to give offense without realizing it. For example, mentioning something about attendance problems may make your reader think that you have a low opinion of most employees.

Keep it simple

Henry David Thoreau, a famous American author, offered this prescription for living a happier life: "Simplify, simplify, simplify." That is also a good prescription for improving your writing. Effective writing is simple and to the point. It contains no unnecessary or unusual words, no long, complicated sentences. Here are some things to watch for to make your writing simpler and more effective:

- Unnecessary words. Try to use as few words as possible to get your point across. You will save time for yourself and your reader, and you will also make your writing easier to follow.
- Long sentences. Long sentences are confusing and difficult to read. Do your readers a favor. Make most of your sentences less than 15 words long.
- Unusual words. We all like to show off our vocabulary once in a while. But you should avoid using words that your reader may not understand. After all, the main purpose of writing is communication.

Guidelines for clear writing

1. Know your purpose.

   What do you want to accomplish with this piece of writing? Keeping your purpose in mind as you write will help you stay focused. As you revise what you have written, ask yourself: "Will this piece of writing do what I want it to do?"

2. Know your main message and organize your ideas.

   Make it easy for your reader to grasp your main points.

3. Identify your audience.
   - How much does your audience already know?
   - What can they reasonably expect from your document?
   - What do you expect them to do with the information you are sharing with them?

4. Eliminate phrases that are trite or pretentious

Trite or Pretentious	Simple and Direct
at all times	always
at an early date	soon
at the present time	now, currently
despite the fact that	although, though
facilitate	help
finalize	complete, finish
in the event that	if
in the majority of instances	usually, generally
in view of the fact that	because
notwithstanding the fact that	although
on the occasion	on, when
optimum	best
succeed in doing	do, accomplish
with regard to	regarding, about
within the realm of possibility	possible, possibly

5. Eliminate redundant words and phrases.

Redundant	Simpler
first initiated	initiated, begun
resumed again	resume
reduced down	reduced
refer back	refer
up to about	up to, approximately
close proximity	proximity
irregardless	regardless

6. Eliminate phrases that state the obvious.

you will find it interesting to know

this is a letter about

this is to inform you that

we have found that

it will be observed that

kindly note that

From: OMRDD Effective Writing Skills
Supplemental Learning Guide

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 2

Writing Notes and Narratives

UNIT 7

Spelling Review

Job Context: Writing Notes for Documenting Individual's Activities, Reporting Progress, etc.: Spelling Individuals' Names and Other Proper Nouns Correctly; Spelling Technical Words Correctly

Communication Skills: Spelling; Learning a Technique for Self-Study of Spelling Words; Dictionary Skills

Objectives:
- review the importance of spelling individuals' names correctly
- spell individuals' names correctly
- practice spelling technical words correctly
- review spelling rules and apply to writing
- learn a technique for self-study of spelling words
- review using a dictionary
- review meanings of words that are used frequently in reports
- use context to determine meaning of unknown words

Materials

- Video Guide
- Looseleaf Paper and Pen
- Dictionary
- Videotape #1
- Index Cards
- File Box

Introduction

When writing notes and other reports on the job, it is important to communicate your ideas clearly so that the information can be understood easily by the reader. Written documents completed by Direct Care Workers are read by many other people, including staff on other shifts and by the members of an individual's planning team. In addition, OMRDD reports and forms are often legal documents. It is important that they be accurate, [correct,] and professional. Using correct spelling in your writing is important for a clear, professional product.

Your work in this unit will focus on spelling. You will review basic rules and learn some techniques for developing your spelling skills. you will find the Writing Skills Handbook, Chapter 14 extrememly helpful while doing this unit.

Learning Activity 1

One of the best ways to spell correctly is to be aware of the words you have difficulty spelling and to practice these words over and over again.

Use your index cards to keep a list of words you have difficulty spelling. Use one card for each word. Underline the part of the word that you usually have trouble spelling. Study these words often. Because they are written on index cards, you can take them with you to review when you have a free moment during the day (when you are waiting on lines or at the doctor's office, for example).

You may want to keep your index cards in a box at your work area, filed in alphabetical order. When you are unclear about how to spell a word that is used frequently in your professional writings you can look up the correct spelling in your word box.

Learning Activity 2

Often proper names are difficult to spell. Common spelling and syllabication rules may apply, but frequently names are spelled irregularly. Yet spelling proper names correctly is very important. Taking the time to spell a person's name correctly shows respect. It also decreases the likelihood that records for different individuals will get mixed or misfiled.

The simplest way to remember how to spell a person's name is to memorize the spelling. Check each time to see that you are spelling an individual's name correctly. You may want to include the names of the individuals you work with on a regular basis in your word box so you can refer to them as needed.

On a looseleaf page, make a list from memory of the names of the individuals you currently work with. Check your spelling against the records. Did you spell their names correctly? Make a spelling index card for each of these individuals. Underline the part of their name that you had difficulty spelling. Complete the questions listed under Learning Activity 2 on the worksheet.

Learning Activity 3

There are some basic spelling rules that are helpful in learning how to spell words. There may be some exceptions to these rules, but they work more often than not. Learn these rules and apply them when you come across a word you don't know how to spell. Study the spelling rules that appear in Supplement 2.

Learning Activity 4

The dictionary is a useful tool to use as a reference when you are writing. In addition to using the dictionary to find out the meaning of words, it provides guidelines to help you in pronouncing and spelling words.

Spelling: The dictionary shows how a word is spelled. Sometimes there is more than one acceptable way to spell a word and both spellings are given. The dictionary also shows how a word is spelled for different forms of the same word. For example:

abuse abused; abusing; abusive

If you don't know the plural of a word or how to spell it, the dictionary will let you know. For example:

child children

Pronunciation: The dictionary shows how a word is pronounced. The pronunciation of a word is located right after the word. It shows the phonetic spelling of the word. For example:

seizure / se-zhər

A list of correct pronunciation of phonetic symbols is usually located at the front of the dictionary. Your Writing Skills Handbook, pages 96 - 98, provides additional information on using the dictionary.

Learning Activity 5

Here is a technique to use when trying to spell a word: [1]

1. Say the word to yourself or out loud. Listen both for the syllables and the individual sounds. Try to spell the word the way it sounds.

2. Write the word on a scrap piece of paper. Does it look correct? Often when you have seen a word before from your reading, you recognize it as spelled correctly when you see it in writing.

3. See if any of the spelling rules apply.

4. If you still are not sure how to spell a word, look it up in a dictionary.

View Videotape #1, Segment 3. This was the videotape that you used previously for Theme Area 1, Unit 4 in the lesson on figuring out the meaning of vocabulary from the context. It begins at 31:02 and ends at 40:02.

You only need to view a short portion of this segment for this Learning Activity, perhaps three or four minutes. As you listen, try to identify some words that the lecturer says may be difficult for you to spell and that you'd like to learn using the technique described above.

View the same portion of Segment 3 a second time. This time, write down the words that you would like to learn to spell correctly as you view. Pick no more than 10 words to work on.

Follow the four steps above for each word. Complete the questions listed under Learning Activity 5 on the worksheet.

---

[1] Adapted from Educational Systems Corporation (1972). **Skills in Language 1**. Cambridge Book Company.

Name ______________________________ Date ______________

THEME AREA 2, UNIT 7

Supplement 1

Worksheet

Learning Activity 1

There are no questions for this activity.

Learning Activity 2

1. How many names did you include in your list?______________________

2. How many were you able to spell correctly on the first try?______________________

Learning Activity 3

There are no questions for this activity.

Learning Activity 4

Look up each of the following words, taken from OMRDD's Incident Reporting Form (147I). Write the phonetic symbols. List the different forms of the word.

1. Adaptive

    Phonetic Symbols:

    Forms of Word:

2. Hazardous

    Phonetic Symbols:

    Forms of Word:

3. Assaultive

Phonetic Symbols:

Forms of Word:

4. Residential

Phonetic Symbols:

Forms of Word:

5. Restraint

Phonetic Symbols:

Forms of Word:

6. Specific

Phonetic Symbols:

Forms of Word:

Learning Activity 5

1. List the words you chose to spell.

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

2. How many words did you spell correctly at Step 1?______________________________

3. How many words did you spell correctly at Step 2?______________________________

4. How many words did you spell correctly at Step 3?______________________________

5. What else did you learn about how to spell words correctly?________________________

____

THEME AREA 2, UNIT 7

Supplement 2

Some Spelling Rules[2]

1. When trying to decide whether to use **IE** or **EI** in a word where both letters appear together:

   Write **i** before **e** ("rel**ie**ve," "bel**ie**ve")
   Except after **c** ("re**cei**ve")
   Or when sounding like **a**
   As in "n**ei**ghbor" and "w**ei**gh."

2. When adding an ending that begins with a vowel (**a, e, i, o, u**) to a word that ends in an **e**, drop the **e** before adding the ending.

   investigate + ing = investigating
   relocate + ed = relocated
   approve + al = approval

3. Look at the last two letters of a word before adding an ending. If a word ends in a vowel followed by a consonant, double the consonant and then add the ending.

   hit + ing = hi**tt**ing
   slap + ing = sla**pp**ing

If you know your spelling needs a lot of work, there are a few other spelling rules you may want to learn. You can find additional rules in your Writing Skills Handbook, pages 92 - 96.

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[2] Education Systems Corporation (1972, 1974). **Skills In Language 1 and 2**. Cambridge Book Company; and Phyllis Mathis (1971). **Increase Your Vocabulary, Book 1**. Cambridge Book Company.

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 2

Writing Notes and Narratives

UNIT 8

Changing Shifts

Job Context: Writing Notes From Own Observations

Communication Skills: Writing Skills; Observational Skills; Problem-Solving

Objectives:
- express observations in writing
- compare and contrast
- assess and correct own writing
- make a problem-solving decision

Materials

- Video Guide
- Looseleaf Paper and Pen
- Videotape #1

Introduction

In this unit, you will view a videotape of the change of shift in two different worksites. You will take notes on your observations. You will compare what you viewed to the change-of-shift procedures at your own worksite. You will use the problem-solving strategies of observation, analysis (comparing and contrasting procedures) and decision-making.

Description of Videotape Material

The videotape shows occurrences during the change of shift at two different worksites. The videotape for this unit is on Tape #1 and is labeled Segment 7[1]. It begins at 1:08:22 and ends at 1:13:31, when the words "End of Segment 7" appear. It is in two sections. The first section shows the change of shift at Linda's Developmental Center. The second section shows the change of shift at Gabby's Developmental Center. There is no voiceover on this tape. Do not worry if not all the dialogue is clear. Try to pay attention to as many details as you can.

Learning Activity 1

1. View Segment 7. At the end of Segment 7, stop the tape.
2. Write down anything you remember about the occurrences at each worksite.
3. View Segment 7 again, taking detailed notes. Stop and start the tape as much as you need to. View the Segment a third or fourth time if you wish.

Learning Activity 2

1. Label a sheet of paper "Ways Similar." Using your notes, make a list of the ways that the change of shift is similar at each site.
2. On another sheet of paper labeled "Ways Different," list the ways that the change of shift is different at each site.
3. Think about the change of shift at your own site. How is your change of shift procedure similar to that at Linda's and Gabby's Centers? How is it different?

Learning Activity 3

Pick one of the three worksites: Linda's, Gabby's, or your own. What works well in how the change of shift is carried out? What is problematic? What can be done to make this transition go more smoothly? Is there a way to increase communication between shifts?

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[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities.

Write an e-mail a message for yourself or to share your opinions with a colleague on this issue. Before sending it, edit your work using the Questions for Editing supplement on the next page. Check your spelling using the All-In-One spell-checker.

THEME AREA 2, UNIT 8, LEARNING ACTIVITY 2

Questions for Editing

1. Have I changed person in the course of a sentence?
2. Are the subject and the verb in a sentence consistent in number?
3. Is the tense the same throughout my writing?
4. Is the voice the same within a sentence?
5. Have I used the active voice whenever possible?
6. Have I used commas correctly?

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 3

Incident Reports

UNIT 9

Examples of Abuse and Incidents

Job Context: Incident Report Regulations

Communication Skills: Reading Comprehension; Problem-Solving; Writing Skills

Objectives:

- describe how you distinguish between different types of incidents or allegations of abuse
- describe how you make decisions regarding incidents or allegations of abuse
- improve writing skills

Materials

- Video Guide
- Videotape #1

Introduction

In this unit, you will identify examples of abuse or reportable incidents and review classification and reporting.

Description of Videotape Material

The videotape segment gives six examples of abuse or incidents. The videotape for this unit is Tape #1 and is labeled Segment 8[1]. It begins at 1:13:39 and ends at 1:18:09. The words "End of Segment 8" appear when the segment is over.

Learning Activity 1

Read the Supplement, **Existing Regulations, Part 624 Reportable Incidents and Client Abuse**. Answer the Comprehension Questions that follow. You can look back over the passage, if you wish, to help you in answering the questions.

Learning Activity 2

Segment 8 provides 6 examples of abuse or incidents. View each example one at a time. If you need to, view the sections a second time to complete the activity.

Use the worksheet, Supplement 2, to answer these questions for each example:

1. Is this an example of abuse or an incident?
2. What type of abuse (physical, sexual, etc.) or incident (Serious Reportable, Reportable, Minor)?
3. How would you report this in writing?

Check your work.
(Answer key located at the back of this guide.)

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[1] **People Do Matter: There Is No Excuse for Abuse - Abuse Awareness and Prevention**, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities, Office of Workforce Planning and Development.

24.2 Background and Intent

(a) The purposes for reporting, investigating, reviewing, correcting and monitoring certain events or situations are: to enhance the quality of care provided clients, and to ensure that clients are free from mental and physical abuse.

(b) The primary function of the reporting of certain events or situations is to enable program executives, administrators and supervisors to become aware of problems, to take corrective measures, and to minimize the potential for recurrence of the same or similar events or situations. The prompt reporting of alleged client abuse can ensure that immediate steps are taken to protect other clients from being exposed to the same or similar risk.

(c) The reporting of certain events or situations in an orderly and uniform manner facilitates identification of trends, whether within a program or on a statewide basis, which ultimately allows for the development and implementation of preventive strategies.

(d) It is the intent of this Part to require a process whereby those significant events or situations which endanger a client's well-being, defined in Section 624.4 as "Reportable Incidents," are reported, investigated, reviewed, and corrective actions are taken as necessary.

(e) It is the intent of this Part to require a process whereby an allegation of the abuse of a client, as defined in Section 624.4, is reported, investigated, reviewed and corrective actions taken as necessary.

(f) It is not the intent of this Part to mandate that every event, occurrence, behavior problem or situation attributable to or involving a client, be recorded as a reportable incident. It shall be the responsibility of the agency/program to determine if and how client related events or situations, other than reportable incidents and allegations of client abuse (as defined in Section 624.4), are to be documented, processed, monitored and analyzed for trends through the development of policies and procedures, subject to the approval of OMRDD; and to develop a mechanism for review to ensure compliance with such policies and procedures.

4.4 Reportable Incidents, Serious Reportable Incidents and Client Abuse, Defined

a) Reportable Incidents and Serious Reportable Incidents - Significant events or situations endangering a client's well-being, which are required to be recorded on a standardized form subject to approval by OMRDD; reviewed, investigated and reported to designated parties according to established procedures of the provider agency/program; reviewed by a standing committee; and acted upon in an appropriate manner by the program administrator to bring the matter to closure. A Serious Reportable Incident is a reportable incident which, because of the severity or sensitivity of the situation, must also be immediately reported to OMRDD and followed up in writing on Form OMR 147(I), Reportable Incident Reporting Form.

BEST COPY AVAILABLE

Abuse - The maltreatment or mishandling of a client which would endanger the physical or emotional well-being of the client through the action or inaction on the part of any individual including an employee, volunteer, consultant, contractor, visitor, or other persons, whether or not the client is or appears to be injured or harmed. The failure to exercise one's duty to intercede in behalf of a client also constitutes abuse. All allegations of client abuse are to be reported on a standardized form subject to approval by OMRDD; reviewed, investigated and reported to designated parties according to established procedures; reviewed by a standing committee; and acted upon in an appropriate manner by the program administrator to safeguard the well-being of clients and to bring the matter to closure. All allegations of client abuse must be immediately reported to OMRDD and followed up in writing on Form OMR 147(A), Allegation of Client Abuse. Abuse is categorized as follows:

(1) Physical Abuse - Physical contact which may include, but is not limited to such obvious actions as hitting, slapping, pinching, kicking, hurling, strangling, shoving, or otherwise mishandling a client. Physical contact which is not necessary for the safety of the client and causes discomfort to the client may also be considered to be physical abuse, as may the handling of a client with more force than is reasonably necessary.

(2) Sexual Abuse - Any sexual activity between employees, consultants, contractors or volunteers and clients. Any sexual activity between clients and others or among client is a consenting adult. Sexual abuse includes any touching or fondling of a client directly or through clothing for the arousing or gratifying of sexual desires. It also includes causing a client to touch another person for the purpose of arousing or gratifying personal sexual desires.

(3) Psychological Abuse - The use of verbal or non-verbal expression in the presence of one or more clients that subjects the client(s) to ridicule, humiliation, scorn, contempt or dehumanization, or is otherwise denigrating or socially stigmatizing. In addition to language and/or gestures, the tone of voice, such as that used in screaming or shouting at or in the presence of clients, may, in certain circumstances, constitute psychological abuse.

(4) Seclusion - The placement of a client in a secured room or area from which he or she cannot leave at will is considered to be "seclusion," not time-out (see Glossary). Seclusion is considered to be a form of client abuse and is therefore prohibited.

(5) Unauthorized or Inappropriate Use of Restraint - The use of a device to restrain a client without the written, prior authorization of a physician; or the "head of shift" if the physician cannot be present within 30 minutes. The intentional use of a medication to control a client's behavior that has not been prescribed by a physician for that purpose is considered to be unauthorized use of restraint. Inappropriate use of a restraint shall include, but not be limited to, the use of a device(s) or medication for the convenience of staff, as a substitute for programming, or for disciplinary (punishment) purposes.

BEST COPY AVAILABLE

(6) The Unauthorized or Inappropriate use of Aversive Conditioning - The use of aversive conditioning without appropriate permissions is the unauthorized use of aversive conditioning. Inappropriate use of aversive conditioning shall include, but not be limited to, the use of the technique for the convenience of staff, as a substitute for programming, or for disciplinary (punishment) purposes.

(7) The Unauthorized or Inappropriate Use of Time-out - The use of time-out without appropriate permissions is the unauthorized use of time-out. Inappropriate use of time-out shall include, but not be limited to, the use of the technique for the convenience of staff, as a substitute for programming, or for disciplinary (punishment) purposes.

(8) Violation of a Client's Civil Rights - Any action or inaction which deprives a client of the ability to exercise his or her legal rights, as articulated in State or Federal Law.

(9) Mistreatment - The deliberate and willful determination on the part of a provider agency's administration or staff to follow treatment practices which are contraindicated by a client's Individual Program Plan, which violate a client's human rights, or do not follow accepted treatment practices and standards in the field of developmental disabilities.

(10) Neglect - A condition of deprivation in which clients receive insufficient, inconsistent or inappropriate services, treatment, or care to meet their needs; or failure to provide an appropriate and/or safe environment for clients. Failure to provide appropriate services, treatment, or care to a client by gross error in judgment, inattention, or ignoring may also be considered a form of "neglect."

4.5 Reporting, Recording and Investigation Requirements

a) Every agency shall document reportable incidents and allegations of client abuse, as defined in Section 624.4, on a standardized form(s) designed for that purpose; and shall develop agency-wide and program specific policies and procedures to ensure the reporting, recording, investigation, review and monitoring of all reportable incidents and/or allegations of client abuse, consistent with this Part. In establishing the difference between a reportable incident and/or an allegation of client abuse and a situation that need not be reported, recorded, investigated and reviewed in accordance with this Part, the reasoned judgment of the designated program administrator shall prevail when in conformance with agency/program policy. Such decisions shall be documented and monitored and are subject to review and investigation by OMRDD and/or other oversight bodies.

b) Agency/program policies and procedures, whether newly developed or representing change from previously approved policies, shall be subject to approval by the agency's governing body and OMRDD.

Family care providers shall be responsible for immediately informing OMRDD of all reportable incidents and/or instances of alleged client abuse; OMRDD shall be responsible for ensuring that all other reporting, documenting, investigation, notification, review and monitoring requirements are met.

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n) With regard to all reportable incidents and/or all allegations of client abuse, the client's safety must always be the primary concern of the program administrator who must take whatever measures appear to be reasonable and prudent to ensure the protection of the client from further harm, injury, or abuse, and the prompt provision of necessary treatment or care. When appropriate, the employee(s) alleged to have abused a client(s) shall be removed from immediate proximity to the client(s).

THEME AREA 3, UNIT 9

Worksheet for Supplement 1

Existing Regulations Part 624
Reportable Incidents and Client Abuse

Comprehension Questions

1. What are the two purposes of reporting?

2. Why is it important to report alleged client abuse promptly?

3. What is the difference between the way that a Reportable Incident is reported and the way that a Serious Reportable Incident is reported?

4. What is the definition of abuse?

5. A Jewish individual is taken to a Protestant church service. This is an example of what type of abuse?

6. A direct care worker shoves an individual. This is an example of what type of abuse?

7. An individual is locked up in her room. This is an example of what type of abuse?

8. What is the responsibility of the family care provider in reporting incidents?

THEME AREA 3, UNIT 9

Supplement 2

Worksheet for Videotape on Abuse and Incident Examples
Videotape 1, Segment 8

Example 1: Child With Shirt

1. Is this an example of abuse or an incident?

   Abuse______Incident______

2. What type of abuse (physical, sexual, etc.) or incident (Serious Reportable, Reportable, Minor) is this?

3. How would you report this in writing?

Example 2: Direct Care Workers Talking

1. Is this an example of abuse or an incident?

   Abuse______Incident______

2. What type of abuse (physical, sexual, etc.) or incident (Serious Reportable, Reportable, Minor) is this?

3. How would you report this in writing?

Example 3: Individual in Street

1. Is this an example of abuse or an incident?

Abuse______Incident______

2. What type of abuse (physical, sexual, etc.) or incident (Serious Reportable, Reportable, Minor) is this?

3. How would you report this in writing?

Example 4: T.V. Disruption

1. Is this an example of abuse or an incident?

Abuse______Incident______

2. What type of abuse (physical, sexual, etc.) or incident (Serious Reportable, Reportable, Minor) is this?

3. How would you report this in writing?

Example 5: Man in Wheelchair

1. Is this an example of abuse or an incident?

Abuse______Incident______

2. What type of abuse (physical, sexual, etc.) or incident (Serious Reportable, Reportable, Minor) is this?

3. How would you report this in writing?

Example 6: Keith Exploding

1. Is this an example of abuse or an incident?

Abuse______Incident______

2. What type of abuse (physical, sexual, etc.) or incident (Serious Reportable, Reportable, Minor) is this?

3. How would you report this in writing?

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THEME AREA 3

Incident Reports

UNIT 10

Developing Observational Skills

Job Context: Writing Descriptions of Incidents

Communication Skills: Developing Observational Skills; Writing Descriptions of Incidents

Objectives:
- cultivate observational skills
- review important components of incident descriptions
- review writing descriptions of incidents
- check completeness and accuracy of own descriptions
- improve writing skills

Materials

- Video Guide
- Looseleaf Paper and Pen
- Videotape #1

Introduction

When filling out an Incident Report, it is important to describe what happened as completely and as accurately as possible. Item #25 on the Reportable Incident Reporting Form 147 (I) asks for a "Description of Incident." Incident Report descriptions should answer the questions Who? What? When? Where? and How?

In order to do this, it is important to develop good observational skills and to recognize the most important information to put in an Incident Report description.

In this unit, you will see how skilled you are at making observations. You will practice developing your observational skills beginning with a simple setting and ending with a more complex scene. In follow-up units, you will practice writing incident descriptions while observing video footage of actual incidents.

Description of Videotape

The videotape segment gives a number of scenes that you will use for writing descriptions. There are four sections in this segment. The first section shows an outdoor scene with no dialogue. Try to observe details. The second section shows a dining area. Once again, there is no dialogue with this scence. The third section shows a group of individuals at dinner. The fourth section, Joe, a Direct Care Worker, talks about the dining activities at his Center. This segment will be used for this unit and for the next unit, Theme Area 3, Unit 11.

The videotape for this unit is on Tape #1 and is labeled Segment 9[1]. It begins at 1:18:09 and ends at 1:29:29. The words "End of Segment 9" appear when the segment is over. The location of each of the four sections is as follows:
- Section 1 (outdoor scene): 1:18:19 to 1:20:50.
- Section 2 (dining area): 1:20:51 to 1:23:18.
- Section 3 (dining activity): 1:23:19 to 1:27:12.
- Section 4 (Joe's comments): 1:27:13 to 1:29:29.

Learning Activity 1

Before watching the videotape, imagine that you have to write a description of the room you are sitting in. What things would be most important to include in your description? Why? Jot down your thoughts on a looseleaf page.

Learning Activity 2

1. View the first section of Segment 9. Write a description of what you see. Rewind the tape and view this section a second time to complete your description, if needed.

2. Turn to the checklist for Segment 9, Section 1 on the next page. Compare your description with this list of what should be included in your description. Check off the items you've included. Put the checklist aside.

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[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs, Copyright 1989, Office of Mental Retardation and Developmental Disabilities.

3. View this first section a third time. Add to your description anything that is missing.

4. Turn to the checklist for Section 1 again. Check off any additional information you've included. Were you able to describe most of the important parts? Look at the items you left out. What type of information are you forgetting?

5. If you have missed any items, view Section 1 a fourth time with the checklist in front of you. This time, complete the checklist as you watch . View this section as many times as you need to complete the checklist.

Learning Activity 3

1. View the second section of Segment 9, the dining area. Write a description of what you see. Rewind the tape and view this section a second time to complete information as needed.

2. Turn to the checklist for Segment 9, Section 2 on the next page. Compare your description with this list of what should be included in your description. Check off the items you've included. Put the checklist aside.

3. View this second section a third time. Add to your description anything that is missing.

4. Turn to the checklist for Section 2 again. Check off any additional information you've included. Were you able to describe most of the important parts? Look at the items you left out. What type of information are you forgetting?

5. If you have missed any items, view Section 2 a fourth time with the checklist in front of you. Complete the checklist as you watch this time. View this section as many times as you need to complete the checklist.

THEME AREA 3, UNIT 10

Supplement

Segment 9, Section 1 : Checklist for Outdoor Scene

1ST & 2ND VIEWING	3RD VIEWING	
______	______	● building with 3 dark windows
______	______	● trees along a curved road
______	______	● walking path
______	______	● driveway parallel to walking path
______	______	● valley of trees in background
______	______	● indiv. walking quickly along driveway
______	______	● passes other indiv. following 1st person & indiv. leaves screen
______	______	● playground/picnic area
______	______	● swing set

1ST & 2ND VIEWING	3RD VIEWING	
______	______	• merry-go-round--self-spin, beige, rectangular handles
______	______	• redwood picnic table
______	______	• stack of stones
______	______	• green lawn
______	______	• thinly spread out trees in background
______	______	• bald spot in grass in foreground

THEME AREA 3, UNIT 10

Supplement

Segment 9, Section 2 : Checklist for Dining Area

1ST & 2ND VIEWING	3RD VIEWING	
____	____	• 2-part dining room
____	____	• back section--2 people sitting at the table
____	____	• front section--empty dining table
____	____	• partial view of table
____	____	• 3 chairs
____	____	• beige table cloth
____	____	• white flowers in center of table
____	____	• wood china cabinet to the left
____	____	• plates are upright on shelves

1ST & 2ND VIEWING	**3RD VIEWING**	
______	______	● mural of trees hangs on dining wall
______	______	● two small pictures to left of mural
______	______	● light fixtures in line along hallway from one dining area to another

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THEME AREA 3

Incident Reports

UNIT 11

More on Observation

Job Context: Writing Descriptions of Incidents

Communication Skills: Note-Taking Skills; Developing Observational Skills; Writing Descriptions of Incidents

Objectives:

- practice note-taking skills
- cultivate observational skills
- review important components of incident descriptions
- review writing descriptions of incidents
- check completeness and accuracy of own descriptions
- improve writing skills - write a detailed description

Materials

- Video Guide
- Looseleaf Paper and Pen
- Videotape #1

Introduction

In this unit, you will continue work on observational skills and practice writing skills needed to write Incident Reports.

Description of Videotape

For this unit, you will use the same videotape you viewed for Unit 23. The videotape for this unit is on Tape #1 and is labeled Segment 9[1]. It begins at 1:18:09 and ends at 1:29:29. The words "End of Segment 9" appear when the segment is over. You will be working with Section 3 and Section 4 of Segment 9.

The location of these 2 sections are as follows:
Section 3 (dining activity): 1:23:19 to 1:27:12.
Section 4 (Joe's comments): 1:27:13 to 1:29:29.

Learning Activity 1

1. View Segment 9, Sections 3 and 4.

2. Rewind the tape to the beginning of Section 4. In this section, Joe is talking about the meal procedure at his center. View Section 4. What procedures are followed for mealtime? Take notes as you watch, leaving space for revisions and additions upon subsequent viewings. Review Section 4 as many times as needed to complete your notes.

3. Supplement 1 gives a list of the procedures Joe says take place at his center. In the left-hand column, check off the ones you've included in your notes. If there are any you missed, view Section 4 again with Supplement 1 in front of you. Put an X next to the ones you missed when you hear Joe mention them on the tape.

Learning Activity 2

1. Rewind the tape to the beginning of Section 3.

2. This section shows a dining activity at Joe's Center. Have Supplement 1 in front of you as you view this section. View Section 3. While viewing, check off, in the right-hand column, all the procedures that take place during this dining activity. Review this section if you wish. Supplement 2 gives a list of the procedures that take place in Section 4. Check your work against this list.

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[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs, Copyright 1989, Office of Mental Retardation and Developmental Disabilities.

Learning Activity 3

Think about your work for Unit 10 and this unit when answering these questions. You can complete this activity using e-mail or paper and pen.

- Were you able to identify most of the items on your first viewing of a section?
- What type of information did you tend to miss?
- Did your ability to identify important information the first time improve as you practiced on the second and third sections?
- Do you think you've adequately reviewed how to make observations? If not, what can you do to continue developing this skill?

Learning Activity 4

In Section 4, Joe is discussing what happens during dinner at the Developmental Center where he works. Review Section 4 and think about the following questions:

- Describe dinner time at Joe's site.
- Describe how dinner time at your site is similar to that of Joe's.
- Describe how dinner time at your site is different from that of Joe's.

Using e-mail, write a description of dinner time at your site. Include how you feel about the dining activity. Write your answers in complete sentences. Refer to the Writing Skills Handbook, Chapter 1. Check to make sure you have used commas correctly (Writing Skills Handbook, Chapter 7).

If you have someone at your job you send e-mail message to you can send a copy of your description to them. Be sure you have proofed your work. Use the Writing Checklists and Guidelines for Editing from Unit 6 and 8 when correcting your work. Be sure to spell check your message before sending it. **See the Check Your Work section (located at the back of the guide) for more guidelines on how to edit your work.**

Learning Activity 5

As you go about your daily activity, practice being a good observer. At work, take time to look at what is happening around you. Think about how you would describe these events if someone asked you to.

Check your work.
(Answer key located at the back of this guide.)

THEME AREA 3, UNIT 11

Supplement 1

Joe's Comments on Meal Procedure

Included in Notes	Procedures	Appears on Videotape Section 3 (Dining Activity)
______	• modified cafeteria style	______
______	• kitchen workers prepare food, set up trays, put on cart	______
______	• DA presents tray to client	______
______	• if client is blind, leave meal on tray	______
______	• if client is not blind, DA serves--similar to meal in outside society	______
______	• goals and objectives in meal, ex.--sign eat, don't eat with fingers	______
______	• make atmosphere as homelike as possible--talk, kid with them	______
______	• DAs don't eat with clients	______

THEME AREA 3, UNIT 11

Supplement 2

What Procedures Are Followed in Dining Room--Segment 9, Section 4

- Joe brings tray and empties it for individual
- Joe carries on conversations with individuals
- Workers serve cafeteria style
- Joe brings tea to serve individuals
- Some individuals have trays (blind individuals)

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THEME AREA 3

Incident Reports

UNIT 12

Writing Descriptions from Observations

Job Context: Writing Descriptions of Incidents (Incident Report Form 147(I), #25)

Communication Skills: Developing Observational Skills; Writing Skills; Writing Descriptions

Objectives:
- cultivate observational skills
- recognize important components of incident description
- practice writing descriptions
- check completeness and accuracy of own descriptions

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #1

Introduction

Item #25 on the Incident Report Form 147(I) asks for a description of the incident. This unit will give you additional practice in writing descriptions from observations.

Description of Videotape Materials

For this Learning Activity you will view a videotape segment of two recreational activities at a Developmental Center: indoor baseball, and arts and crafts. The segment is on videotape #1, and is labeled Segment 10[1]. It begins at 1:29:35 and ends at 1:41:56. The baseball activity begins at the beginning of the segment and ends at 1:37:20. The arts and crafts activity begins at 1:37:21 and ends at the end of the segment.

Learning Activity 1

View the video section on the baseball activity. On a sheet of looseleaf paper jot down a few brief notes on the most important things you observed.

Now view the baseball activity section again. As you view, add to your notes important points that should be included in a description of this activity. View the baseball section as many times as you wish until you feel you have noted all of the important information.

Write a description of this activity. Use complete sentences. Refer to your notes to be sure you've included everything.

View the baseball section once again after you have finished writing your description. Add or change anything you wish.

Edit your work. Check to be sure that you are describing what you actually observed and not giving an interpretation or your opinions of what you observed. For example, if you observed one individual yelling at another you would say, "Individual A was yelling at Individual B," not "Individual A was angry" (an interpretation of the event).

Learning Activity 2

Complete the steps described above for the second section of Segment 10, the arts and crafts activity.

Check your work.
(Answer key located at the back of this guide.)

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[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs, Copyright 1989, Office of Mental Retardation and Developmental Disabilities.

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THEME AREA 3

Incident Reports

UNIT 13

Necessary Information in an Incident Report

Job Context: Filling Out Incident Reports

Communication Skills: Following Directions; Understanding Categories on Forms; Filling in an Incident Report

Objectives:
- follow directions on an Incident Report
- review categories on an Incident Report
- complete an Incident Report form

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #1

Introduction

This unit will review the information that should be included in an Incident Report.

Description of Videotape Materials

The videotape segment for this unit is on Videotape #1. It is labeled Segment 11[1]. It begins at 1:42:02 and ends at 1:44:24.

Learning Activity 1

In this videotape segment Joe, a Direct Care Worker, is talking to an individual, Robert, about an incident that Robert observed.

View the video segment. What do Joe and Robert mention that are important to include in an Incident Report form?

View the video segment a second time. Add to your list anything else you think would be important to put on an Incident Report form.

What information about this incident is missing? Make a list of anything else you would want to know about this incident to write a complete Incident Report.

Learning Activity 2

Turn to the blank Incident Report form which is included as a supplement to this section. Using your notes, fill in any information you know about this incident.

Now circle, on the Incident form, the information you would need that you do not know from the videotape.

Go back to your list of what else you would want to know about the incident to write a complete Incident Report. How many of the items that you listed are actually required on an Incident Report form? Put a check next to the things you listed that are needed on an Incident Report form.

Check your work.
(Answer key located at the back of this guide.)

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[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs. Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities.

Incident Report Form

1. AGENCY

Form OMR 147

2. FACILITY NAME
3. PROGRAM TYPE

REPORTABLE INCIDENT REPORTING FORM

4. FACILITY ADDRESS

5. PHONE ( )

6. IS THIS A SERIOUS INCIDENT 1 ☐ Yes 2 ☐ No

7. INCIDENT NUMBER

A. TO BE COMPLETED BY STAFF DESIGNATED IN AGENCY POLICY

8. CLIENT'S NAME (Last, First)
9. AGE
10. SEX 1 ☐ M 2 ☐ F
11. CLIENT I.D. NO.

12. ADAPTIVE BEHAVIOR DEFICITS (X All Which Apply)

Moderate	Severe	
1 ☐	6 ☐	Communication
2 ☐	7 ☐	Independent Living
3 ☐	8 ☐	Learning
4 ☐	9 ☐	Mobility
5 ☐	10 ☐	Self Direction

DEVELOPMENTAL DISABILITY
1 ☐ MR 2. ☐ Mild 4 ☐ Severe
3 ☐ Moderate 5 ☐ Profound
6 ☐ C.P
7 ☐ Epilepsy
8 ☐ Autism
9 ☐ Neurological Impairment (Specify in #35)

13. MEDICATION REGIMEN OF CLIENT (X One Only)
1 ☐ None
2 ☐ Antibiotic Only
3 ☐ Psychotropic Only
4 ☐ Antiepileptic Only
5 ☐ Antibiotic-Psychotropic
6 ☐ Antibiotic Antiepileptic
7 ☐ Psychotropic-Antiepileptic
8 ☐ Psychtropic-Antiepileptic-Antibiotic
9 ☐ Other
10 ☐ Missing

14. DATE & TIME OF INCIDENT: 1 ☐ Observed 2 ☐ Discovered

Mo.	Day	Year	Hour	Min.	
					☐ AM ☐ PM

15. Number of Clients Present at Time of Incident
16. Number of Employees Present at Time of Incident

17. CLASSIFICATION OF INCIDENT (X One)
1 ☐ Injury
2 ☐ Leave Without Consent
3 ☐ Death
4 ☐ Restraint
5 ☐ Medication Error
6 ☐ Possible Criminal Act
7 ☐ Sensitive Situation

18. Is this incident also a case of Suspected Client abuse? 1 ☐ Yes 2 ☐ No
If "yes" complete reverse side.

19. Was this a sudden or Unusual Death? 1 ☐ Yes 2 ☐ No

20. CAUSES OF INCIDENT (X All Which Apply)
1 ☐ Action of Client (See #23)
2 ☐ Physical Handicap
3 ☐ Seizure/Fainting
4 ☐ Fall
5 ☐ Use of Restraint
6 ☐ Actions of Other Client
7 ☐ Actions of Employee
8 ☐ Actions of Visitor
9 ☐ Intoxication
10 ☐ Drug Misuse
11 ☐ Hazardous Conditions on Facility Property
12 ☐ Faulty, Inadequate or Inappropriate Equip.
13 ☐ Unknown
14 ☐ Other (Specify in #25)

21. LOCATION OF INCIDENT: 1 ☐ Indoors 2 ☐ Outdoors

22. SPECIFIC LOCATION
1 ☐ Living Room
2 ☐ Bedroom
3 ☐ Kitchen
4 ☐ Bathroom
5 ☐ Hallway
6 ☐ Staircase
7 ☐ Dining Room
8 ☐ Program Room
9 ☐ Recreation Area/Room
10 ☐ Off Facility Property
11 ☐ Unknown
12 ☐ Other (Specify in 25)

23. CLIENT'S ACTIONS (X One Only if Box #1 in item 20 was marked)
1 ☐ Self Abusive
2 ☐ Assaultive
3 ☐ Provocative
4 ☐ Accidental
5 ☐ Other (Specify in #25)

24. WHAT CORRECTIVE OR OTHER ACTIONS HAVE BEEN TAKEN?
1 ☐ Medical Treatment
2 ☐ Client Relocated
3 ☐ Staff Relocated
4 ☐ Maintenance Request
5 ☐ Plan Modification
6 ☐ Client Observation
7 ☐ Client Supervision

Other (Explain):

25. DESCRIPTION OF INCIDENT: If report is completed by person other than individual with first knowledge of situation, attach written report of that person, and reports from any other persons involved. (1) Describe incident, and include address if different from 2/4 or 26. (2) Give names of witnesss and others involved. (3) Specify first aid (if given).

(Continue on separate sheet if necessary)

26. CLIENT'S RESIDENTIAL ADDRESS (If different than #2 & 4 above)
27. DDSO
28. TYPE 1 ☐ SOCR 2 ☐ VOCR 3 ☐ SOICF 4 ☐ VOICF 5 ☐ Other 6 ☐ FC 7 ☐ DC

29. CLIENT'S PRESENT LOCATION (If different from residence)

30. PRINT NAME OF PERSON COMPLETING PART A | TITLE | SIGNATURE | DATE

31. PRINT NAME OF PERSON COMPLETING REVIEW | TITLE | SIGNATURE | DATE

PART B — To be Completed by Director/Chief Executive Officer After Review

SIGNATURE | DATE

PART C - To Be Completed By the Incident Review Committee

32. Was this information inaccurate or insufficient?
1 ☐ Yes - If "Yes", Specify on attached sheet
2 ☐ No

SIGNATURE | DATE

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THEME AREA 4

Individualized Planning Process

UNIT 14

The Planning Process in Action

Job Context: Presenting a Case at an Individualized Planning Process

Communication Skills: Writing Skills; Summarizing Skills; Interpersonal Skills

Objectives:
- synthesize information
- identify most important ideas
- relay accurate, precise information in writing
- recognize importance of advocating for individual
- review how to prepare for a meeting

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #1

Introduction

In this unit you will witness an Individualized Planning Process for an individual who is having difficulty eating. you will see the importance of advocating for an individual. You will also review how to prepare for a planning meeting.

Description of Videotape Materials

For this Learning Activity you will view a videotape segment of an Individualized Planning Process. The segment is on Videotape #1, and is labeled Segment 12[1]. It begins at 1:44:30 and ends at 1:48:29. There is a short pause at 1:45:19. There are two meetings shown in this tape. The first meeting ends at 1:45:52. The second meeting is a follow-up to the first meeting and begins at 1:45:53.

There are many different workers who are shown on this tape and participate in the Individualized Planning Process. They are as follows (in the order they appear on camera):

Black hair/yellow sweater -- Direct Care worker

Blond hair/peach sweater -- may be the shift Supervisor

Male/black sweater -- Supervisor

Orange jacket/striped shirt/Debby -- Dietician

Female/green jacket -- Staff from Day Treatment Program

African-American male/grey jacket/Terry -- Nurse

Learning Activity 1

View the videotape segment. Now view the videotape segment a second time. Supplementing this unit is a worksheet with questions on this videotape. Answer the worksheet questions. Review the videotape as many times as you need to help you in answering the questions.

Learning Activity 2

The Direct Care Worker shown in this videotape plays a very active role in advocating for the individual she works with and presenting her individual's case at the team meeting.

Do you feel she is correct in handling the situation in this way? Is there anything she should have done differently? What style or methods do you use when advocating for the individuals you work with?

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[1] **Team Participation**, Copyright 1987, New York State Office of Mental Retardation and Developmental Disabilities.

Write an e-mail message discussing these issues. If you wish send it to another direct Care Worker at your job. Be sure to edit and spell-check your work before sending it. Use the guidelines provided in Unit 6 and 8 to edit your work.

Check your work.
(Answer key located at the back of this guide.)

THEME AREA 4, UNIT 14

Supplement

Worksheet for Learning Activity 1

1. In **one paragraph only**, write a summary of what this videotape segment is about.

2. What role does the Direct Care Worker play?

3. List the steps that were followed from when the problem was first noted to when a solution was found.

4. What was the purpose of the first meeting?

5. What was the purpose of the second meeting?

6. How did the staff prepare for the second meeting?

7. What recommendations were made at the Individualized Planning Process?

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THEME AREA 5

Medications

UNIT 15

Writing Medical Notes

Job Context: Writing Medical Notes

Communication Skills: Writing Skills

Objectives:

- distinguish between significant and irrelevant information
- relay accurate, precise information in writing
- use technical vocabulary correctly
- use correct spelling, sentence structure, and verb form

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #1

Introduction

In this unit you will practice writing a medical note on a situation you observe on videotape.

Description of Videotape Materials

The videotape segment shows a Direct Care Worker, Mike, talking to an individual, Clifford, who came back to his group home with an injured foot.

The videotape for this unit is on Tape #1 and is labeled Segment 13[1]. It begins at 1:48:35 and ends at 1:55:02. The words "End of Segment 13" appear when the segment is over. This is the last segment on Tape #1.

Learning Activity 1

Before watching the videotape, think about the kinds of information that would be important to include in a medical note. On a sheet of looseleaf paper, make a list of the important information you would put in a note.

Learning Activity 2

1. View Segment 13. What was mentioned in the tape that would be important to include in a medical note? Make a list of the important information.
2. View Segment 13 a second time. Add to your list any additional information that would be important to include in a medical note.
3. View Segment 13 a third time. As you view, add to your list any important information that you missed on the first and second viewing.
4. Now turn to Supplement 1 at the end of this unit. Supplement 1 is a list of the important information that would go in a medical note. Check off the points that are also on your list. Add any information you missed to your list.
5. Now that you have a complete list, you may wish to view the videotape a fourth time.

Learning Activity 3

Use your list from Learning Activity 2 to write a medical note. You can write the medical note using the e-mail system or pen and paper. Be sure to edit and spell-check your work.

Check your work.
(Answer key located at the back of this guide.)

---

[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities.

THEME AREA 5, UNIT 15

Supplement

Important Information for Medical Note

Videotape #1, Segment 13

Check if included in your list	
__________	Right foot more swollen than left foot
__________	Mike checks for injury -- compares injured foot to other foot (NOTE: Mike -- Direct Care Worker; Clifford -- individual; John may be the nurse)
__________	Mike calls John
__________	Mike tells Clifford to stay home tonight
__________	Clifford says his foot hurts at the ankle
__________	Foot is not discolored
__________	Clifford walks with a limp
__________	Right ankle puffy
__________	Mike observes that Clifford doesn't look like he's in a lot of pain
__________	Will soak legs in water and epsom salts
__________	Will keep Clifford home from program tomorrow to be examined by John
__________	John may want to take Clifford to be x-rayed depending on the results of his examination

__________ Clifford says he fell down steps and hit his leg by the gas station last night. (NOTE: Accept anything you've written that is similar to this. Clifford's voice on the tape is hard to understand. This translation may not be completely accurate.)

__________ Clifford walked around all day on injured ankle.

NOTE: There are two things that were said by staff workers on the tape that are interpretations and shouldn't go in a medical note.

1. A staff person says, "That's what happened when I sprained my ankle." Writing that Clifford sprained his ankle would be making an interpretation. Instead, write what you observed: Clifford's ankle is swollen, he limps when he walks, his foot hurts.

2. Mike says, "Probably got swollen by walking around all day." In your notes you can say that Clifford walked around all day on his injured ankle but you cannot draw the conclusion that Mike stated above.

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 5

Medications

UNIT 16

Administering Medication

Job Context: Medication Administration

Communication Skills: Following Directions; Writing Skills

Objectives:
- follow directions
- practice writing skills
- assess correctness of work

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #2

Introduction

In this unit you will view a Direct Care Worker administering medications and review the steps involved in med-administration.

Description of Videotape Materials

For this unit you will view a videotape segment of a Direct Care Worker administering medications. The segment is 15 minutes long. The segment is on Videotape #2, and is labeled Segment 14[1]. It begins at 00:00:30 and ends at 00:15:36.

Learning Activity 1

Have you had any experience administering medication? If you have, write a few paragraphs about your experiences on a sheet of looseleaf paper. What are the steps that are necessary to follow when administering medication? If you know these steps, make a list of the steps on a second sheet of paper.

Learning Activity 2

View segment 14. Label a sheet of paper "Steps to Follow in Administering Medication." As you view the videotape a second time, list the steps the Direct Care Worker follows when administering medications. Stop the tape, rewind, and review as often as necessary to get the information you need.

Continue viewing and adding to your list until you get to the point where the Direct Care Worker is administering medication to the fourth individual (the first female individual) located at 00:11:11.

Learning Activity 3

Fast forward the tape to 00:11:11 and view to the end of the Segment at 15:36. On another sheet of looseleaf paper, list the steps the Direct Care Worker follows when she finishes administering the medication.

Learning Activity 4

As a supplement to this section is a list of the steps the Direct Care Worker follows when administering medications. Check this list against your own list. How many of the steps did you include? Put a check mark on the supplement next to all of the steps that are included in your list. If you wish, you can view the videotape again to find the steps that you missed.

---

[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs, Copyright 1989, New Yoek State Office of Mental Retardation and Developmental Disabilities.

Learning Activity 5

Is there anything the Direct Care Worker does on this tape that is unsafe or that you would have done differently? For example, at the beginning of the tape the Direct Care worker leaves some medication on the desk while putting the blister pack away in the closet located at the other end of the room. It appears that the medication on the desk is unguarded for this short period of time. Is this a problem? From your experience, is there anything in the tape that was done incorrectly or could be improved? On a sheet of looseleaf paper, write a paragraph or two about this.

THEME AREA 5, UNIT 16
Supplement

Steps for Medication Administration on Segment 14

Check the steps that are included in your list.

______ Unlocks small cabinet

______ Takes out medication -- controlled drugs

______ Takes out bowl

______ Writes in controlled drug log -- date, time, signature

______ Puts medication in bowl

______ Writes in log

______ Puts controlled medication back in small cabinet

______ Locks cabinet

______ Writes in log

______ Takes out purple log book

______ Takes out basket with medications

______ Checks records in purple log book

_____ Crushes pills

_____ Puts medication in paper cup

_____ Adds applesauce to cup

_____ Calls for individual, Eddie, and administers medication

_____ Prepares medication for Andrew (off screen -- can't see)

_____ Gives medication to Andrew

_____ Checks chart for next individual

_____ Takes out blister pack of medication

_____ Writes on chart

_____ Writes on blister pack

_____ Puts pill in cup

_____ Calls for individual, Roberto, and administers medication

_____ Puts lotion on hands (washes hands?)

_____ Gives medication to female individual (did not see preparation on screen)

Steps Taken When Finished Administering Meds

_____ Wipes out bowl

_____ Puts medications away

_____ Locks cabinet

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 6

Communicating and Connecting with Individuals

UNIT 17

Who Are These Individuals?

Job Context: Communicating and Connecting with Individuals

Communication Skills: Summarizing Concepts; Writing Skills; Demonstrating Understanding and Empathy; Problem-Solving Skills

Objectives:

- summarize main ideas of oral presentation
- demonstrate understanding and empathy
- recognize individuals as people
- improve writing skills

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #2

Introduction

In this unit you will view a videotape segment in which two people talk about being Direct Care Workers and their feelings about the individuals they work with.

Description of Videotape Materials

For this Learning Activity you will view a videotape segment of two Direct Care Workers, Gabby and Mike, talking about how they feel about direct care work and the individuals they work with. The segment is on Videotape #2, and is labeled Segment 15[1]. It begins at 00:15:42 and ends at 00:27:46.

Learning Activity

Review the worksheet that is a Supplement to this unit. These are the questions you will be answering after you view the video segment. View Segment 14, then answer the questions on the worksheet. Use complete sentences. Feel free to review parts of the videotape segment as much as you need to when answering the questions. This Learning Activity asks for your personal opinions or experiences. Any information you give will be kept confidential.

You will use your experience and background knowledge in answering these questions. There are no right or wrong answers.

---

[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs, Copyright 1989, New Yrok State Office of Mental Retardation and Developmental Disabilities.

THEME AREA 6, UNIT 17

Supplement

Questions for Videotape #2, Segment 15

Write your answers on a separate piece of paper.

1. Summarize the most important points in Gabby's interview.

2. Summarize the most important points in Mike's interview.

3. Gabby talks about what he likes about being a Direct Care Worker: that the individuals he works with need someone, give love back, and become his friends as well as his work. Do you agree with Gabby? What do you like most about being a Direct Care Worker?

4. What are the things that you dislike about being a Direct Care Worker?

5. Gabby says that he gave a lot of extra time and money to the individuals he works with because the state doesn't take care of them adequately. How do you feel about this?

6. Gabby concludes his interview by saying, "They don't belong to the state anymore. This is my kid. You emotionally adopt them." Do you feel that way about the individuals in your care? Explain.

7. Mike says that one of his greatest joys is seeing the individuals he works with succeed and "move on." Have you had any experience observing the progress of an individual? If so, describe that person's progress.

8. The woman who is interviewing Gabby tells him that the term "client" is out now, that he should try to say "kids" or "people with developmental disabilities." The individuals Gabby works with are children but sometimes people incorrectly use the term "kids" to refer to adults.

   Do you think the interviewer was right to make an issue of this? What term do you use to describe the individuals you work with? Why do you use this term? Is there another term you might prefer or that would be more appropriate?

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 6

Communicating and Connecting with Individuals

UNIT 18

Rights of Individuals

Job Context: Ethics

Communication Skills: Summarizing Concepts; Writing Skills; Demonstrating Understanding and Empathy; Problem-Solving Skills

Objectives:

- summarize main ideas of oral presentation
- demonstrate understanding and empathy
- recognize individuals as people
- improve writing skills

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #2

Introduction

In this unit you will think about some important questions about the rights of individuals.

Description of Videotape Materials

For this Learning Activity you will view a videotape segment of a Direct Care Worker, Joe, overseeing a smoking session with some of the individuals he works with.

There are three sections in this segment. The first section shows the individuals smoking. The second and third sections are of an interview that was conducted with Joe about his feelings concerning individuals who smoke. The segment is on Videotape #2, and is labeled Segment 16[1]. It begins at 00:27:50 and ends at 00:33:20. The smoking session begins at 00:27:56 and ends at 00:31:43. The interview begins at 00:31:45 and ends at 00:33:16.

Learning Activities

All of the Learning Activities for this unit can be done on the All-In-One e-mail system. That way you can share your ideas with one of your coworkers if you wish by e-mailing them your work. Edit your work and spell-check your writing before sending it.

Learning Activity 1

View the first videotape section which shows Joe and the individuals in his care smoking. In a paragraph, summarize what is happening in this section. You can re-view this section as many times as you need to write your summary.

Learning Activity 2

How is smoking handled at your site? In a paragraph or two describe this in your message.

Learning Activity 3

View the second section of the videotape where Joe is being interviewed about his feelings concerning individuals who smoke and then answer the following questions. Review the videotape as often as you need to when answering the questions.

1. How does Joe justify smoking?

2. Do you agree or disagree with Joe? Why?

3. What about someone who comes into the OMRDD system as a child? When he or she gets to be an adult how does he or she become aware of this privilege? Should he or she be made aware?

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[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities.

Learning Activity 4

What other privileges can you think of, similar to this one, that individuals would have in the outside world as their legal right but that may be discouraged in an institution?

Check your work.
(Answer key located at the back of this guide.)

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 7

Managing Daily Living Activities

UNIT 19

Interacting with the Medical Community

Job Context: Interacting with Medical Community

Communication Skills: Developing Connecting Skills; Relaying Information; Writing Skills; Problem-Solving Skills; Using a "Consult" Form

Objectives:
- recognize role as advocate for the individual
- practice communicating information
- use writing skills

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #2

Introduction

In this unit you will review the procedures you need when interacting with the medical community.

Description of Videotape Materials

For this Learning Activity you will view a videotape segment of a Direct Care Worker discussing a medical problem that may come up with an individual she works with, "Momma". This is a short video segment. It is only two minutes long.

The segment is on Videotape #2, and is labeled Segment 17[1]. It begins at 00:33:24 and ends at 00:35:42. Please note that the filming of this segment was not altogether clear. It may seem to be blurred or washed out.

Learning Activity 1

View Segment 17. On a sheet of looseleaf paper write down what the medical problem may be.

Learning Activity 2

Consider this scenario:

It is the weekend after Momma got her new shoes. You check her feet and notice there are blisters on the back of her heels. In addition, there is a sore on her left toe that is oozing and looks like it may be infected. You refer this problem to the nurse at your site. She suggests that Momma be taken to the doctor. You arrive at the doctor's office with Momma. How will you communicate what happened to the doctor?

On a sheet of looseleaf paper, write a script of your conversation with the doctor about Momma's injury. Write it as you would write a play, with two characters talking to one another.

For example:

Direct Care Worker: Hi! This is Mrs. Smith. She resides at a local community home. We made an appointment to see you because she has a problem with her feet.

Doctor: Have a seat in my consultation room. I'll be with you in a minute.

Learning Activity 3

Supplementing this unit are some forms that would be completed when medical care is needed, from the West Seneca DDSO. You may or may not use the same or similar forms at your worksite. Review the forms in the Supplement. Then answer the questions on the worksheet that follows.

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[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities.

Check your work.
(Answer key located at the back of this guide.)

THEME AREA 7, UNIT 19

SUPPLEMENT

DDSO MISC. #81 APPOINTMENT QUESTION FORM

NAME ____________________ DATE ____________________

NAME/LOCATION OF HEALTH CARE PROVIDER ____________________

____

PRESENTING PROBLEM: ____________________

____

____

PHYSICIAN'S FINDINGS: ____________________

____

NEW DIAGNOSIS: ____________________

WHAT ARE IMPORTANT THINGS TO LOOK FOR: ____________________

____

IS THERE A NEW MEDICATION -

Name ____________________

Dose ____________________

Frequency ____________________

____

Side Effects ____________________

____

Duration of Order ____________________

Prescription Obtained - Yes ____ No ____ Refills (circle) 0, 1, 2, 3, 4, 5

IS THERE A NEW TREATMENT:

Name: ____________________

Dose: ____________________

Frequency: ____________________

____

Instructions for Application ____________________

____

____

Side Effects ____________________

____

Duration of Order ____________________

Prescription Obtained - Yes ____ No ____ Refills (circle) 0, 1, 2, 3, 4, 5

HAVE MEDICATIONS/TREATMENTS BEEN DISCONTINUED -

Name: ____________________

Effective Date/Hr. to D/C ____________________

Other Pertinent Information ____________________

____

____

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* LAB WORK ORDERED

* LAB WORK COMPLETED

DATE OF RETURN VISIT

REFERRAL TO ANOTHER SPECIALIST/CLINIC

WHO

WHERE

WHEN

OTHER

*Lab work includes blood work, urinalysis, x-rays, EKG, EEG, etc.

Signed

Dated

WEST SENECA DEVELOPMENTAL DISABILITIES SERVICE OFFICE

HEALTH CARE DATA SHEET

(For Clients in Community Residences)

NAME ______________________

CONSEC. # ______________________

SERVICE	DATE	WHERE SERVICE DELIVERED	REASON FOR VISIT, TREATMENT	TREATMENT, MEDICATIONS, RECOMMENDATIONS, ETC. (Close entry with full signature and title)

USE OF THIS FORM:
- for documenting dates of medical/dental/etc. visits, as well as orders, findings, and recommendations
- for recording clinical recordings that are not recorded routinely on another form
- for documenting laboratory procedures (date and outcome)
- for recording clinical procedures such as injections

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WEST SENECA DEVELOPMENTAL DISABILITIES SERVICE OFFICE

FORM COMPLETION GUIDELINES

HEALTH CARE DATA SHEET - FORM DDSO-CR 82-8

The HEALTH CARE DATA SHEET provides DDSO Clinical Staff with quick access for review of a client's medical/dental profile and the Interdisciplinary Treatment Team with a consistent method for developing goals at Case Review Meetings.

FORM INSTRUCTIONS:

1. The Health Care Data Sheet is a form documented in chronological sequence by Community Residence staff.
2. The form is used to document:
   a. Medical/dental visits
   b. Clinical recordings not routinely documented on another form
   c. Laboratory procedures
   d. Clinical procedures such as injections
3. Record the client's name and consecutive number on each form.
4. For each entry, complete all columns appropriately:
   a. Service (record the type of service rendered/clinic visit)
   b. Date (record the actual date of service/visit)
   c. Where service delivered (specify site/location of service/visit)
   d. Seen by
   e. Reason for visit, treatment
   f. Treatment, medications, recommendations
5. Each entry should be closed with a full signature and title.
6. The Health Care Data Sheet should be maintained in the Community Residence Living Unit Chart filed in the Medical Section (Section III).

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DDSO-CR 82-8

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NAME (Last) (First) (M.I.)	"C" NO./DDIS NUMBER	DATE OF BIRTH	GENDER
ADDRESS	IS CLIENT ELIGIBLE FOR MEDICARE? ☐ YES ☐ NO	MEDICARE NUMBER	
CONSULTING SERVICE	MEDICAID NUMBER		

PERTINENT CLINICAL HISTORY

This is to confirm your telephone/verbal orders to: ______________________ on ____________ for the
(name of staff receiving order) (date)
above-named client.

PRESENT MEDICAL CONCERNS

SPECIFIC ORDERS: ____________________

____

____

____

____

PRESENT MEDICATIONS ______________________________

Signed ______________________ Title ______________ Date ______________

REPORT (FINDINGS, DIAGNOSIS, RECOMMENDATIONS)

DATE OF REPORT ______________

To verify the order, kindly sign your name below and return this original consult to:

Name: Joyce Arkins, R.N.
Address: West Seneca DDSO - Building 16-3E
1200 East & West Road
West Seneca, NY 14224
Telephone: 674-6300, Extension 3145

(You may keep a copy for your records)

If you have further orders, kindly list below in the space provided: ______________________________

____

____

____

____

(USE BACK OF FORM IF NECESSARY) Signed ______________________

	OMRDD 37 MED (MR) (10-82)
FACILITY/AGENCY	**MEDICAL INFORMATION COMMUNICATION TRANSMITTAL**

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THEME AREA 7, UNIT 19

Supplement

Worksheet

- **Appointment Question Form**

1. What is the purpose of this form?

2. How would a center or community home use the information on the form?

3. On the last line of page 1: What does **pertinent** mean?

- **Health Care Data Sheet**

4. Where on the form is the purpose of the form stated?

5. On the column headings, 4th column: What is meant by "**close entry** with full signature and title"?

- **Medical Information Communication Transmittal**

6. What is meant by **transmittal** in this title?

7. Why do you think it is important to confirm telephone orders in writing?

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 8

Improving Productivity and Job Efficiency through Personal Development

UNIT 20

Recognizing Stress on the Job

Job Context: Reducing Stress on the Job

Communication Skills: Problem-Solving Skills; Writing Skills

Objectives:
- identify indicators of feeling
- identify stressful situations on the job
- practice writing skills
- employ problem-solving strategies

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #2

Introduction

In this unit you will think about the kinds of things that can be stressful on the job.

Description of Videotape Materials

For this Learning Activity you will view a videotape segment of a Direct Care Worker, Joe. You will view 9 minutes in his workday.

The segment is on Videotape #2, and is labeled Segment 18[1]. It begins at 00:35:43 and ends at 00:44:40.

Learning Activity 1

The activities in Segment 18 take place during a transitional time at Joe's work site. Transitional times are often stressful for workers and the individuals they care for. View Segment 18.

Joe makes a number of comments in this videotape that might make one think that he was feeling stressed at the time this tape was filmed. Re-view Segment 18 and list all the things that Joe says or does that may give you a clue that he's feeling stressed. Then check your answers against the list in Supplement 1.

Learning Activity 2

View the segment a third time to see what is happening in Joe's workday that could be considered stressful. Make a list of the events and occurrences that you think Joe might have found stressful. You can re-view the segment as many times as you wish when developing your list. When you finish, check the items on your list against the list in Supplement 2.

Learning Activity 3

What do you find stressful in your workday? Are you aware when you are feeling stressed? How do you react when you are feeling stressed?

Over the next few days try to notice when you are feeling stressed. Write down on a sheet of looseleaf paper what was happening when you felt stressed and how you handled it. Is there anything you can do to reduce the stress or to handle it differently? You may want to send a short e-mail to another Direct Care Worker in which you talk about what you found out from this activity.

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[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities.

Supplement 1

Here are some examples of comments Joe made that would make one think he was feeling stressed. You may have found others too.

"Are you going to let me get a word in edgewise?"

"You're spitting all over me."

"I'm listening. My head is spinning a bit."

Supplement 2

Here are some examples of events in Joe's workday that could be considered stressful. You may have found others too.

- One person talking to him while he's talking to someone else
- One individual asking him a question and not waiting for another
- Individual "getting up in his face" and being overly persistent
- Too many people needing him at the same time
- Other three workers sitting in the office while he is doing all the work
- Time pressure in organizing outing
- Individual saying, "let me talk, one more question" while Joe is trying to get the outing organized
- Transitional time is hectic
- Individual screaming in the background
- Being filmed

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 8

Improving Productivity and Job Efficiency through Personal Development

UNIT 21

More Ways to Avoid Back Injury

Job Context: Preventing Back Injuries

Communication Skills: Reading Comprehension; Writing Skills

Objectives:
- review written material on preventing back injuries
- practice writing skills

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #3

Introduction

In this unit you will review some ways to avoid back injury on the job.

Description of Videotape Materials

For this learning activity you will be using Videotape #3: Exercise Video for Good Back Health[1]. The Videotape is 12 minutes long.

---

[1] Developed by the Rome DDSO.

Learning Activity 1

View the introductory segment of Videotape #3. Then answer the questions on the worksheet in Supplement 1. Re-view this part of the videotape as many times as you need in order to answer the questions.

Learning Activity 2

The rest of the tape consists of exercises you can do to get you "ready to work".

For each exercise the Instructor tells you the purpose and directions for doing the exercise as she demonstrates.

Supplement 2 gives you written direction for the neck exercises - the first exercises on the tape. Read this supplement. Try out one or two of the exercises if you wish.

Learning Activity 3

View the rest of Videotape #3. You may want to do the exercises along with the tape.

Learning Activity 4

Use the information given by the Instructor on the tape to write a description of 2 other exercises: **Reach High** and **Hip Flexor**.

Use the format of Supplement 2:
purpose:

directions:

Re-view the videotape, stopping and starting as much as you wish, to take notes on how the Instructor describes **Reach High** and **Hip Flexor**. Then use your notes to complete this learning activity.

Check your work.
(Answer key located at the back of this guide.)

THEME AREA 8, UNIT 21

Supplement 1

Worksheet

1. What is meant by flexibility exercises?

2. Give 3 reasons why flexibility exercises are important.

3. What is the purpose of this program?

4. How long should you hold each stretch?

5. What do you need to do to prepare for exercising?

Supplement 2

NECK STRETCH:

Purpose: To stretch the muscles of your neck which control bending and extending your neck.

Directions:
-Sit or stand upright.
-Tilt your head down toward your chest.
-Hold this position for 3-5 seconds.
-Relax and repeat this 4 times.

NECK GLIDE:

Purpose: To stretch your chest, neck and shoulder muscles, in order to ensure for better posture during lifting.

Directions:
-Sit or Stand upright.
-Without lifting your chin, glide your head straight back, (you are doing this right, if it gives you the feeling of a double chin).
-Hold the stretch 3-5 seconds.
-Relax and repeat 4 times.

NECK ROTATION:

Purpose: To stretch the neck muscles, helping to increase flexibility.

Directions:
-Sit or stand upright.
-Tilt your head slowly toward one shoulder.
-Relax and let gravity pull your head down to stretch your neck.
-Hold for 3-5 seconds.
-Relax and repeat 4 times.
-Switch sides and repeat 4 times.

From: Ready to Work Stretch Program for Rome DDSO, 1995.

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OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 9

Preview of Direct Care for Transitional Workers

UNIT 22

Overview of Direct Care Work

Job Context: Preparing for Entry and Upgrading Exams; Overview of Direct Care Work

Communication Skills: Writing Skills; Study Skills

Objectives:
- practice summarizing skills
- practice note-taking skills
- practice writing skills
- review components of Direct Care work

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Dictionary
- Videotape #1

Introduction

A Direct Care Worker is required to take periodic review and upgrading courses from time to time. Often this involves listening to lectures, taking notes, and taking exams. In this unit you will practice your note-taking skills. In addition, you will think about the important qualities that a person involved in Direct Care work should have.

Description of Videotape Materials

For this Learning Activity you will view a videotape segment of a Direct Care Worker, Joe, who is discussing what it means to be a Direct Care Worker. The segment is about 6 minutes long.

The segment is on Videotape #2, and is labeled Segment 19[1]. It begins at 00:44:46 and ends at 00:49:20.

There are three sections in this segment. A section ends when there is a short pause and a black screen. The first section begins at 00:44:46 and ends at 00:46:15. The second section begins at 00:46:17 and ends at 00:47:48. The third section begins at 00:47:50 and ends at 00:49:18. Each section continues the interview.

Learning Activity 1

View Section 1. The time count is given above. At the end of the section, stop the tape. On a sheet of looseleaf paper, make a Recall List: write down whatever you remember from this section.

Rewind the tape. Replay Section 1. This time as you view the section, take notes on a separate sheet of paper. Skip lines on your paper.

Put your notes aside. Without looking at your notes, add as much information as you can to your Recall List.

How many additions did you make to your Recall List? Put the number count on the bottom of your Recall List.

Rewind the tape. Play Section 1 again. Add any other information to your notes that you think is important.

Supplement 1 is a list of important points that should be included in your notes. Check your notes against this list. How many of the things on this list did you include in your notes?

---

[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities.

Learning Activity 2

In this Learning Activity you will follow the same steps as you did in section 1 with section 2 of the Segment.

View Section 2. The time count is given above. At the end of the section stop the tape.

On a sheet of looseleaf paper, make a Recall List: write down whatever you recall from this section.

Rewind the tape. Replay Section 2. As you view this section, take notes, skipping lines, on another sheet of paper.

Put your notes aside. Without looking at your notes, add as much information as you can to your Recall List.

How many additions did you make to your Recall List? Put the number count on the bottom of your Recall List.

Rewind the tape. Play Section 2 again. Make any necessary additions to your notes.

Supplement 2 is a list of important points that should be included in your notes. Check your notes against this list. How many of the things on this list did you include in your notes?

Learning Activity 3

You have taken detailed notes on Section 1 and Section 2. What are some suggestions that you would give another student in order to help that person take good notes? Write your suggestions in complete sentences.

Learning Activity 4

View Section 3 and then answer the following questions.

1. What does Joe mean when he says "I don't mean to be **patronizing**?"
2. In one sentence, summarize the main idea of this section.

Learning Activity 5

In this videotape segment, Joe gives his ideas on what it means to be a Direct Care worker. What does being a Direct Care worker mean to you? Answer this question in an e-mail message to another worker. Be sure to use complete sentences. Edit and spell-check your work before sending it.

Check your work.
(Answer key located at the back of this guide.)

THEME AREA 9, UNIT 22

Supplement 1

Section 1:

- Need few academic skills -- G.E.D., H.S. education
- Bring compassion, empathy, patience
- See yourself in someone else's situation
- You are a companion/peer
- Help individuals get as close to normal as possible
- You are not in a position to decide level of achievement
- Make sure individuals are cared for

Supplement 2

Section 2:

- Direct the client toward someone who can help
- Clients measure credibility quickly
- If they make requests, they feel you can get it done for them
- They won't forget if you just put them off and don't intend to do something

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 9

Preview of Direct Care for Transitional Workers

UNIT 23

Advantages and Disadvantages of Being a Direct Care Worker

Job Context: Preparing for Entry and Upgrading Exams; Overview of Direct Care Work

Communication Skills: Writing Skills; Study Skills

Objectives:
- practice note-taking skills
- practice writing skills

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #2

Introduction

In this unit you will view another videotape segment of an interview with Joe. In this interview Joe talks about the advantages and disadvantages of being a Direct Care Worker. You will also continue practicing your note-taking skills.

Description of Videotape Materials

For this Learning Activity you will view a videotape segment of a Direct Care Worker, Joe, who is discussing the advantages and disadvantages of being a Direct Care Worker. The segment is approximately 5 minutes long.

The segment is on Videotape #2, and is labeled Segment 20[1]. It begins at 00:49:24 and ends at 00:53:56.

Learning Activity

View Segment 20. At the end of the segment stop the tape. On a sheet of looseleaf paper make a Recall List: write down whatever you recall from this segment.

This is a longer segment than you viewed in the last unit. Instead of viewing the segment section by section, you are viewing the whole segment at one time. Did you notice a natural break that you could use to organize your notes? In the first part of the tape Joe talks about his life and how he became a Direct Care Worker. In the second part of the tape he talks about the benefits of being a Direct Care Worker. Your notes could be organized under these two categories.

Rewind the tape. Replay Segment 20. As you view the segment, on another sheet of paper, take notes, skipping lines.

Put your notes aside. Without looking at your notes, add as much information as you can to your Recall List.

How many additions did you make to your Recall List? Put the number count on the bottom of your Recall List.

Rewind the tape. Play the segment again. Make any necessary additions to your notes.

Now check the list in the Supplement to this unit. How many of the points listed here did you include in your notes? Re-view the videotape to see what you left out.

---

[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities.

THEME AREA 10, UNIT 23

Supplement

Notes on Joe's Life

- Second career; in retail business for twenty years
- Coming to OMRDD to complete unfinished task
- Job with opportunity, security, pay
- Still a student
- When finished Hudson Valley, started looking for a job

Benefits of Direct Care Work

- Good pay; makes $20,000 per year
- State won't go bankrupt
- State has job security
- Opportunity to move to other positions in the State system
- Good medical, eye, and dental care
- System treats you fairly
- Can't think of a better employer than New York State

THEME AREA 9

Preview of Direct Care for Transitional Workers

UNIT 24

Writing Practice

Job Context: Overview of Direct Care Work

Communication Skills: Writing Skills

Objectives:
- practice writing skills
- relay accurate, precise information in writing
- use correct grammar and punctuation
- practice editing skills

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape

Introduction

In this unit you will continue practicing your writing skills by writing about Direct Care work.

Learning Activity 1

In the videotape segment you viewed for Unit 81 (Tape #2, Segment 20, 00:49:29 - 00:53:56), Joe talks about what he feels are the good points of working for **OMRDD.** In your opinion, what are the advantages of working for **OMRDD**? What are the disadvantages? How did you come to work at **OMRDD**? What attracted you to this job? What kinds of work have you done in the past? Answer these questions using complete sentences.

Learning Activity 2

In the videotape you viewed for Unit 81, Joe talks about what led up to his working at **OMRDD**. How did you come to work at **OMRDD**? Write about your career path. Use complete sentences.

Learning Activity 3

Are you aware of the benefits that are available to you as a staff member of **OMRDD**? When you find the time, over the next 3 weeks go to your Personnel Office and your Education & Training Office to find out about benefits for Direct Care Workers. You may be able to call these offices and have them send the material to you. It's okay if you're not able to do this right away.

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 9

Preview of Direct Care for Transitional Workers

UNIT 25

The Typical Day of a Direct Care worker

Job Context: Overview of Direct Care Work

Communication Skills: Writing Skills

Objectives:
- provide overview of Direct Care work
- practice writing skills
- relay accurate, precise information in writing
- use correct grammar and punctuation
- practice editing skills

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Dictionary
- Videotape #2

Introduction

In this unit you will view another videotape segment of Direct Care Workers and the activities and tasks they do in a typical day. You will continue to practice your writing skills.

Description of Videotape Materials

For this Learning Activity you will view a videotape segment of Direct Care Workers as they go about their workday. In voiceover commentaries workers talk about how they feel about being Direct Care Workers and the work that they do. The segment is twelve minutes long.

The segment is on Videotape #2, and is labeled Segment 21[1]. It begins at 00:54:00 and ends at 1:07:00.

Learning Activity

View Segment 21. Using the All-In-One e-mail system, answer the following questions. Write complete sentences. Be sure to edit and spell-check your work.

1. One of the workers on the tape said she went through a "shock stage" when she started working as a Direct Care Worker. How did you feel when you first started working for **OMRDD**? If you are not yet in a Direct Care position, what kinds of problems do you think might come up?

2. One of the workers made the following statement: "You could work for a year and a half and then out of the blue they do exactly what you want them to do. And that is the biggest reward." What about your job gives you the most pleasure?

3. Segment 21 shows activities in a typical day. Describe a typical day at your worksite.

Spell check your work. Make a list of the words you spelled wrong with their correct spelling. You may want to organize these words in a small notebook in dictionary format (one page for "A"; one page for "B" etc.) that way you can refer to your personal dictionary when you use these words again in your writing.

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[1] **Direct Care: What It Takes**, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities.

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 9

Preview of Direct Care for Transitional Workers

UNIT 26

Summarizing Skills

Job Context: Overview of Direct Care Work

Communication Skills: Writing Skills

Objectives:
- practice summarizing skills
- practice writing skills
- relay accurate, precise information in writing
- use correct grammar and punctuation
- practice editing skills

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Dictionary
- Videotape #2

Introduction

This unit provides a case study of one individual. You will practice summarizing skills. A summary gives the main ideas and important details.

Description of Videotape Materials

For this Learning Activity you will view a videotape segment of a Direct Care Worker, Mike, talking about an individual in his care whom he considers his "success story."

The segment is on Videotape #2, and is labeled Segment 22[1]. It begins at 1:07:06 and ends at 1:11:25.

Learning Activity 1

View Segment 22. On a sheet of looseleaf paper make a Recall List of everything you remember.

Two major topics are covered in this segment. In the first part of the segment Mike talks about his successful work with the individual in his care. In the second part of the tape, Mike talks about how his Direct Care work translates into his personal life. If you haven't done so already, arrange your notes under these two categories.

Learning Activity 2

Write a summary of this segment, including the main points and supporting details for each of the two topics shown in the segment. Rewind the tape to the beginning of Segment 22. Now view the tape again and add to your notes anything else that would be needed to write a summary. You can stop or start the tape or rewind it and re-view as many times as you need to. In the Supplement that follows, there is a list of the important details. Check your list against the Supplement.

Learning Activity 3

Write a summary of what you viewed in Segment 22. Write your summary in two parts for the two sections described above.

Learning Activity 4

In the second half of the tape Mike talks about how his Direct Care work translates into his life. How does your work for OMRDD translate into your life? In other words, are there any skills you use at your job that are also needed in your life outside work? Have you been able to use any of the skills and/or knowledge you've gotten at your job in your life outside work? Write an e-mail message addressing this question. Check your spelling and add any new words you had difficulty spelling to your personal dictionary.

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[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities.

THEME AREA 9, UNIT 26

Supplement

Videotape Segment # 22

MIKE'S "SUCCESS STORY"

- biggest success story
- at beginning ADL -- just refused
- obnoxious young man
- took a lot of work
- knew him 7 years ago -- not the same man now
- worked as we did with everyone; for whatever reason he responded
- we weren't going to back down -- went right from square one
- incredible success he had achieved
- felt good knowing you were part of it

HOW IT TRANSLATES INTO PERSONAL LIFE

- anyone with family and children will find a lot of similar behavior with clients and children
- dealing with IQ -- behavior shaping
- if you are successful in one area (work), you are successful in the other area (home)

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 9

Preview of Direct Care for Transitional Workers

UNIT 27

Activities for Daily Living and Recreational Interests

Job Context: Understanding and Implementing Activities of Daily Living

Communication Skills: Reading Comprehension; Problem-Solving

Objectives:
- review written materials on Activities of Daily Living

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #1

Introduction

In this unit you will view Joe, a Direct Care Worker, as he takes an individual in his Center, Robert, down to the concession area for coffee. This is one of Robert's Activities for Daily Living (ADL). You will also review how to identify personal recreational interests for the individuals you work with.

Description of Videotape Materials

For this Learning Activity you will view a videotape segment of a Direct Care Worker, Joe, taking an individual, Robert, for coffee.

The segment is on videotape #2, and is labeled Segment 23[1]. It begins at 1:11:30 and end at 1:18:00.

Segment 23 is in two sections. The first section is the actual scene of Joe and Robert going for coffee. It begins at 1:11:30 and end at 1:15:37. The second section is an interview with Joe about the event that took place. It begins at 1:15:38 and ends at 1:17:57.

Learning Activity 1

Supplementing this unit is a worksheet with questions about the videotape segment you'll be viewing. Read over the questions. Now view Segment 23. As you view, take notes on information you think you might need to answer these questions. Stop the tape or rewind the tape as much as you need to get the information you need.

Now answer the questions on the worksheet. Feel free to re-view sections of the videotape if you need to when answering the questions.

Learning Activity 2

One of the Activities of Daily Living is recreational activities. Supplement 2 gives background information on recreation. Read the supplement and then answer the questions that follow. Correct your answers using the Answer Key for Resource # 4.

Learning Activity 3

There are many myths and misconceptions about recreation for people with disabilities. Read the myths in Supplement 3 and give your reaction to the statements. Then read **Myths and Misconceptions: Some Food for Thought** on the page that follows.

Check your work.
(Answer key located at the back of this guide.)

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[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities.

THEME AREA 9, UNIT 27

Supplement 1

Worksheet for Video Segment 23

1. State the main topic of each section of this tape in one sentence for each section.

2. What are some of the things Joe does or says to help Robert to make his own choices?

3. What does Joe do when he spills the coffee?

4. Why did Joe handle the situation this way?

5. What would you do if you were in Joe's situation?

Duty:	**Organizes Leisure/Recreation Activities**
Task:	**5.2 Assist Clients in Identifying Personal Recreational Interests**

Resource #2
Background Information on Recreation

Directions: Read the following and complete Self Check #1 on page 12 of this Learning Guide. This information is about the importance of recreation activities for people with developmental disabilities.

Why is recreation important?

- Recreation adds to a person's overall quality of life.
- Recreation enhances a person's emotional well-being.
- Recreation is important to a person's physical health.
- Recreation can satisfy a number of basic human needs:
    - Joy of creating
    - Fellowship and social interaction
    - Desire for adventure and new experiences
    - Enjoyment of beauty
    - Sense of achievement
    - Physical well-being
    - Emotional satisfaction
    - Sense of service to others
    - Relaxation

Time for Recreation

- People need to make time for recreation.
- Most people have between 20 and 50 hours per week available for recreation activities.
- The amount of time available for recreation activities is increasing due to flextime arrangements at work, early retirements, and other trends in our society.
- Leisure time constitutes a significant part of a person's lifetime.

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Duty:	Organizes Leisure/Recreation Activities
Task:	5.2 Assist Clients in Identifying Personal Recreational Interests

Recreation for People with Developmental Disabilities

- People with developmental disabilities have the same needs for recreation as anyone else.

- In most cases, people with developmental disabilities can successfully use the same recreation activities and facilities as everyone else in a community.

- Recreation activities are important for people with developmental disabilities for a number of reasons:

    1. to provide adequate physical exercise to maintain the health of internal organs
    2. to develop muscular strength, stamina, coordination, and balance
    3. to develop cognitive skills such as body awareness, attention, and discrimination
    4. to develop language concepts such as in, on, under, next to, etc.
    5. to develop social skills such as manners and cooperation
    6. to provide opportunities to channel frustrations and aggressions

- Recreation activities can be used to strengthen and maintain a wide variety of skills and abilities needed for everyday life.

- Recreation activities can provide exercise and range of motion for muscles and joints which are not adequately exercised in normal daily routines.

- Recreation can foster a positive self-image.

- Recreation activities can provide opportunities for greater independence.

- Recreation activities are excellent opportunities for integrating people into the life of the local community.

- Recreation promotes success at other developmental tasks through relaxation and other benefits.

Duty:	**Organizes Leisure/Recreation Activities**
Task:	**5.2 Assist Clients in Identifying Personal Recreational Interests**

Resource #4
Knowledge Self Check #1

Directions: Answer the following questions about leisure and recreation activities for people with developmental disabilities.

1. List two reasons why recreation is important for people with developmental disabilities.

2. List three basic human needs that recreation can satisfy.

3. List two reasons why leisure time is becoming a significant part of a person's life in our society.

4. List four reasons why recreation is important for people with developmental disabilities.

Correct your responses using the answer key on the following page.

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Duty:	**Organizes Leisure/Recreation Activities**
Task:	**5.2 Assist Clients in Identifying Personal Recreational Interests**

Resource #3
Myths and Misconceptions

Directions: The following are some "myths" about recreation for people with developmental disabilities. Many people have misconceptions about developmental disabilities and the limitations that may result. Read each of the "myths" and use the space below each to list some of your reactions to the statements.

__Myth #1:__ Recreation activities are "time fillers".

__Myth #2:__ Recreation Therapists should choose activities for persons because they know what is best for them.

__Myth #3:__ **Recreation activities need to be modified for people with developmental disabilities so that they can do them with no difficulty.**

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Myth #4: People with developmental disabilities should be allowed to watch television as much as they like because everyone else does it.

Myth #5: There is no problem taking a group of adults to see "Cinderella" or "Snow White" if this is what they want to do.

Myth #6: People with developmental disabilities should be given free tickets or reduced admission to community events.

When you have completed this activity, go on to the next page.

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Duty:	Organizes Leisure/Recreation Activities
Task:	5.2 Assist Clients in Identifying Personal Recreational Interests

Myths and Misconceptions
Some Food for Thought

Directions: Read through the information regarding myths and misconception. You may find that you disagree with some of the statements. Don't worry...many people do, and you are entitled to your own opinions.

Myth #1: Recreation activities are "time fillers".

- o Recreation should not be viewed as less important than developmental programs for persons with mental retardation.
- o Recreation should be based on an assessment of a person's interests and abilities, in the same way as developmental activities are planned.

Myth #2: Recreation Therapists should choose activities for persons because they know what is best for them.

- o All people have the right to choose their own recreation activities.
- o In keeping with the principles of normalization, all people should have the opportunity to choose how they spend their own leisure time.
- o Staff have an important role in assisting persons in choosing recreational activities by providing information about activities and in helping secure materials, transportation, etc.
- o Recreation Therapists are excellent resources in planning leisure activities which reinforce skills and abilities which are needed for everyday life, but freedom of choice should always be a prime consideration in planning.

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Myth #3: Recreation activities need to be modified for people with developmental disabilities so that they can do them with no difficulty.

- Many activities can be conducted without any modifications.

- People with developmental disabilities enjoy challenges just like everyone else and challenging activities are often the most satisfying.

- If a person cannot experience success in an activity, there are many ways it can be modified to ensure success without "watering down" the challenges involved:
  - create fewer or simpler "rules" for certain games
  - slow down the pace of an activity without changing the rules or expectations
  - changing the size or type of equipment used
  - changing the size of a playing field or court

- Modifications should be made only as needed based on the abilities and disabilities of an individual.

- Modifications should not be permanent and should be phased out as progress is made toward the goal of successful participation in the activity without modification.

Myth #4: People with developmental disabilities should be allowed to watch television as much as they like because everyone else does it.

- Television tends to be abused by society in general and is overused as a recreational alternative.

- Television can be an excellent recreational activity in moderation as long as it does not become a "pacifier" or time-killer.

- Television viewing should be planned (keeping freedom of choice in mind) and should be accompanied by discussion of what is viewed.

- Television should not become a "babysitter" for the convenience of staff.

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Myth #5: There is no problem taking a group of adults to see "Cinderella" or "Snow White" if this is what they want to do.

- o This is never an easy issue to deal with since freedom of choice is so important in leisure time activities.
- o These activities are not age-appropriate for adults and many people already think of people with developmental disabilities as "eternal children".
- o If a group of adults feel strongly about seeing these movies, you might consider renting a videotape for an in-home viewing.
- o One of your important responsibilities as a direct care provider is to reinforce appropriate attitudes toward people with developmental disabilities. The best way to do this is to involve persons in the same everyday recreational activities as experienced by the rest of the community.

Myth #6: People with developmental disabilities should be given free tickets or reduced admission to community events.

- o People should not be given free tickets, etc. simply because they are disabled.
- o This tends to reinforce the image of people with disabilities as children or objects of pity.
- o People who work and receive a salary or stipend should be expected to pay for recreational activities just like anyone else.

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OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 9

Preview of Direct Care for Transitional Workers

UNIT 28

Writing Notes and Narratives

Job Context: Writing Log Entries

Communication Skills: Reading Comprehension; Writing Skills; Study Skills; Test-Taking Skills

Objectives:

- review writing notes and narratives
- review purpose of notes
- relay accurate, precise information in writing
- use correct grammar and punctuation
- practice editing skills

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #2

Introduction

In this unit you will review and practice writing notes and narratives.

Description of Videotape Materials

For this Learning Activity you will view a videotape segment of a Direct Care Worker, Joe, reviewing his log book. You will also see an occurrence at Gabby's worksite and an interview with Gabby about what happened. The segment is six minutes long.

The segment is on Videotape #2, and is labeled Segment 24[1]. It begins at 1:18:03.

There are three sections in this segment. In Section 1 you will see Joe reviewing his log book. This section begins at 1:18:03 and ends at 1:18:42. The second section is an occurrence at Gabby's worksite. It begins at 1:18:44 and ends at 1:23:59. The third section is an interview with Gabby. It begins at 1:24:00 and ends at 1:26:29.

Learning Activity 1

In Theme Area 2 you reviewed how to write notes and narratives. Turn back to Theme Area 2 and refresh your memory by skimming the Video Guide and your work.

Learning Activity 2

What is the purpose of keeping log notes? What can log notes be used for? On a sheet of looseleaf paper jot down your answers to these questions.

Learning Activity 3

View Segment 24, Section 1. What was Joe's purpose in reviewing the log notes? Write your answer on your looseleaf paper. Did you include this purpose on your first list?

Learning Activity 4

View Section 2. When you are finished viewing write a Recall List. Rewind the tape and view Section 2 a second time. As you are viewing add to your Recall List anything that you think would be important to include in a note on this occurrence.

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[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, bureau of Public Affairs, Copyright 1989, New York State Office of Mental Retardation and Developmental Disabilities.

Learning Activity 5

Supplementing this unit is a blank note form. Write a note about this occurrence on this form. Refer to your Recall List or re-view Section 2 as needed. Use complete sentences. Be sure to edit your work.

Learning Activity 6

View Section 3. How would you describe Rachael based on the information Gabby gives you? Review Section 3 and take notes. Now, on a sheet of looseleaf paper, write a description of Rachael.

Check your work.
(Answer key located at the back of this guide.)

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

THEME AREA 10

Career-Related College and Academic Skills

UNIT 29

Note-Taking Practice

Job Content: Study and Note-Taking Skills

Communication Skills: Reading Comprehension; Writing Skills; Study Skills; Note-Taking Skills; Noting Important Deals in Reading

Objectives:
- practice note-taking skills
- apply techniques to job-related topics

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #2
- Dictionary

Introduction

In this unit and Unit 30 you will practice taking notes from lectures.

Description of Videotape Materials

The videotape segment is divided into three parts. The first part is about the normal process of eating; the second part is about normal physiology; and the third part is a biography of a Direct Care Worker: Joe.

The videotape for this unit is on Tape #2 and is labeled Segment 25[1]. It begins at 1:26:34 and ends at 1:35:00. The first section of this segment begins at 1:26:38 and ends at 1:28:04. The second section begins at 1:28:07 and ends at 1:29:29. The third section begins at 1:29:30 and ends at 1:34:58.

Learning Activity 1[2]

Section 1 of Segment 25 is about the normal process of eating. View this section. At the end of the section stop the tape.

Make a Recall List: write down whatever you recall from this segment.

Rewind the tape. Replay Section 1 of Segment 25. As you view this section take notes skipping lines on your paper.

Put your notes aside. Without looking at your notes, add as much information as you can to your Recall List, using a different color pen or pencil.

How many additions did you make to your Recall List? ________________

Rewind the tape. Play Section 1 again.

Make any necessary additions to your notes.

Learning Activity 2

The main topic of this section is the Normal Eating Process. Using your notes list all the steps in the Normal Eating Process. Check your list against the list in Supplement 1. You may want to view Section 1 of Segment 25 again to find any points you missed.

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[1] **"Through Your Hands" .... Eating Skills**, Copyright 1986, New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Staff Development and Training; **"Through Your Hands" .... Physical Disabilities**, Copyright 1986, New York State Office of Mental Retardation and Developmental disabilities, Bureau of Staff Development and Training; Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs.

[2] Learning Activities for this unit and Unit 30 follow the format presented in Perin, D.; Ortiz, R. K.; Cohen, A.; Aberkemeirer, M. L. (1991). **College Preparation for Health Care Worker: Videotape Science Lectures Viewing Guide**. CASE/CUNY, Lecture I, p. 5-13.

There were other facts mentioned in the tape. These facts are not as central to this section as the information on the main topic but may be of interest to you.

Use your notes and list some of these facts. Check your list against the list in Supplement 1.

Learning Activity 3

Section 2 of Segment 25 is about normal physiology.

Use the steps outlined in Learning Activity 1 to make a Recall List and take notes on this section.

Check your notes against the notes provided for you in Supplement 2.

You may want to re-view Section 2 of Segment 25 to find any points you missed.

Learning Activity 4

Underline the words in your notes whose spelling you would like to check.

Use the notes in Supplement 2 or a dictionary to check the spelling.

Add these words to your personal dictionary.

Learning Activity 5

Section 3 of Segment 25 is Joe talking about his life.

You can use this section for additional practice on note-taking, if you wish. Make a Recall List and then take notes. Review Section 3 to be sure you've included all of the important information in the tape.

Check your work.
(Answer key located at the back of this guide.)

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VIDEO GUIDE

THEME AREA 10

Career-Related College and Academic Skills

UNIT 30

Taking Lecture Notes

Job Content: Study and Note-Taking Skills

Communication Skills: Reading Comprehension; Writing Skills; Study Skills; Note-Taking Skills

Objectives:
- practice note-taking skills
- apply techniques to job-related topics

Materials:

- Video Guide
- Looseleaf Paper and Pen
- Videotape #2
- Dictionary

Introduction

In this unit you will practice the techniques you learned in Unit 29 on more advanced lecture material.

Description of Videotape Materials

The videotape segment for this unit is on Tape #2 and is labeled Segment 26[1]. It begins at 1:35:05 and continues for 12 minutes until the end of the tape. The lecture you will see is about Human Anatomy specifically how the back functions. The presentation and information move as quickly as if you were attending a college lecture on this topic. Feel free to stop the tape and rewind it as many times as needed to get the information you need for your Recall List and Notes. You may want to watch the lecture and take notes in 1-minute sections and rewind and review each section as needed.

As you get better at doing this you can view and take notes on longer sections.

Check your work against the Supplement which gives you Notes for the first 7 minutes of the tape. There are 5 additional minutes of lecture that you can use for additional practice.

View Segment 26 in these smaller sections.

1:35:05 - 1:36:36
    Parts of Back
    Central Nervous System
    Peripheral Nervous System

1:36:36 - 1:38:00
    Parts of Spine

1:38:00 - 1:39:20
    More on Spine

1:39:20 - 1:41:25
    Discs

1:41:25 - 1:42:00
    Ligaments

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[1] **Dynamics of a Well Back**, Copyright 1987, New York State Office of Mental Retardation and Developmental Disabilities.

1:42:13 - end

Back Muscles, etc.
5 minutes for additional practice

Learning Activity

View Segment 26 in the 1-minute units outlined above. Follow the steps in Unit 28, Learning Activity 1 to make a Recall List and take notes. Feel free to rewind and review the tape as many times as you need to when taking notes.

Check the final version of your notes against the answer key in the Supplement.

THEME AREA 10, UNIT 30

Supplement

Notes

These notes were written while viewing the tape and are in rough form. As such, some of the technical words may not be spelled correctly. If you were taking notes for a course you would write them in rough form, such as this, and then check for correct spelling against your textbook before using this information to write a paper or take a test.

1:35:05

It's important to understand the components of the back and how they function together.

Spine--
- allows us to stay upright
- protects spinal cord

Spinal cord along with the brain make up the central nervous system.

The central nervous system is the computer center for the body.

From the central nervous system comes the peripheral nervous system. It is made up of 31 pairs of nerves.

peripheral nerves--

- supply motor and sensory components to our body

motor components--

- those things that allow us voluntary movement

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sensory component--

- temperature, pain, touch sensation, knowing where we are in space

It's important to protect the central nervous system and the peripheral nervous system from injury.

1:36:36

What makes up the spine?

33 vertebrae -- present from the time born.

- first 7: cervical vertebrae --make up neck
- next 12: thoracic vertebrae --trunk and where ribs attached
- next 5: lumbar vertebrae low back, where we have most of injury
- next 5: sacral vertebrae --make up sacrum fused
- last 4: coccygeal vertebrae --make up tailbone.

1:37:30

What does vertebrae look like?

- Front part--solid bone--called the body
- Behind it--hole--spinal canal -- where spinal cord runs
- On side projections -- transverse processes
- Behind spine recess -- bumps feel when run fingers down back.

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1:38:00

Look at the spine from the side.

When two vertebrae come together they form a Intebveterbra foramen (sp.?) This allows the exit of the peripheral nerve.

- Facet joints
  - most important part of back
  - aligned differently in different parts of back and allow motion.
- cervical spine on angle
  - allows motion in bending and rotation
- thorasic spine
  - more straight angle
  - more rotation and lateral bending
- lumbar spine
  - doesn't allow for rotation but allows for bending and extension

Joints can wear out and get things such as arthritis.

1:39:20

Discs

- outer tissue called the amulus
- inside--neucleous--jelly tissue--moves around
- purpose of discs to be shock absorbers

Discs withstand compression forces
-- forces bend foward, back, sides

Discs can't handle twisting and sharing
-- forces that tear fiber of annulus
-- leads to ruptured disc

As disc ages
- lose ability to maintain moisture and resiliency

As dries out shrinks
- opening for peripheral nerve gets smaller
- may pinch on nerve
- surfaces of facet joint closes --- painful.

1:41:25

Ligaments

● anterior longitudinal ligament--	front of vertebral column
● posterior longitudinal ligament--	inside of spinal canal

Very wide at top and narrower at bottom.

Predisposed to injuries in lumbar spine--less supporting tissues.

There are a number of small ligaments from one vertebrae to another that supply additional support.

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OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

VIDEO GUIDE

EVALUATION OF DISTANCE LEARNING VIDEO GUIDE

Now that you have finished this Distance Learning Video Guide, we are interested in your evaluation of the program.

Following is a worksheet with questions about the Distance Learning Video Guide. Answer the questions on this worksheet. When you have completed this worksheet please send it to the Project Director at the address at the end of the worksheet. Your answers will be kept confidential.

Your comments on what you liked and disliked and what worked for you or what you feel should be changed will be helpful to us in planning this program for future participants. Thanks for your help.

Evaluation of the Distance Learning Video Guide Course

1. When you started the Distance Learning Video Guide Course, what did you hope to accomplish?

2. Did you meet these goals? Explain.

3. What did you like best about the program?

4. What would you change or do differently?

Please comment on the following:

5. Using Videotapes for learning

6. Using the All-In-One e-mail system

7. The Video Guide units

8. Sharing your work, through the e-mail system with others

9. Working independently

10. How easy was it to work on this program at your work site?

11. Would you recommend this program to another Direct Care Worker?

12. Any other comments?

APPENDIX A

HOW TO STUDY AND MANAGE YOUR TIME EFFECTIVELY
When Working on the Video Guide[1]

Independent learning is quite different from the traditional classroom model where a teacher lectures to a classroom of students. Independent learning requires self-discipline and taking responsibility for your own work. This is difficult for most people. How you study and manage your time will determine your success.

There are many advantages to learning independently:

- You have control over your time and learning.
- You can study and learn at your own rate.

Independent learning is your own personal challenge to success.

> To succeed in school as well as in life requires that you learn …[some universal principles for living] and practice them each day. Some of these universal principles for living are:
>
> 1) There are no secrets to success.
>
> 2) Success is difficult; it requires hard work. There are no easy shortcuts.
>
> 3) Your success is your responsibility. Each of us must "pay our dues" to achieve anything of significant value. You have to give in order to get; successful people give a great deal of their time and energy and, in some cases, make great personal sacrifice to achieve their goals.[2]

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[1] excerpted and adapted from Watford, L. (1996) How to Study and Manage Your Time Effectively When Working on the Distance Learning Program, Center for Advanced Study in Education, CUNY Graduate School and University Center.

[2] Semones, J. (1991). Effective Study Skills: A Step-By-Step System for Achieving Student Success. Fort Worth: Holt, Rinehart and Wilson, Inc., pp. 4-6

There are 3 keys to success:

1. **Decision Making** - this is where it begins. You are where you are today because you decided not to be somewhere else. A decision is a conclusion, meaning you have already settled what it is that you want. By deciding to complete the Video Guide, you've taken a step toward self-improvement and reaching a long-term goal.

2. **Dedication** - total devotion to a plan. You are willing to commit yourself to get what you want. Anything worth having in life is worth going through the sacrifice.

3. **Planning** - gets you where you want to go. The plan breaks down your goals into individual parts and organizes them into specific step-by-step actions.

GETTING STARTED AND BEING PREPARED

Preparation

When you sit down to work on the Video Guide, do your best to be physically comfortable. If possible, wear loose, comfortable clothes on the days you will be studying. Make sure that you have enough light. Try to see that the room isn't too hot or too cold. Try to work away from distracting noises. Make sure your books and materials are at hand. You may find it helpful to spend the last few minutes of each study session checking to see if you have all the materials you need for the next session.

Discipline

Discipline is your key to success. It is the ability to do what you're suppose to do when no one is looking. Discipline means making a total commitment to your studying plans, and schedules. You've probably had an experience you're proud of where you've disciplined yourself to do something well (such as maintain an exercise schedule) or break a bad habit (such as an exercise program or to stop smoking). Take a moment to think about a time in your life when you used discipline successfully. Jot down the answers to the following questions.

1. What did you do?
2. What made it easier?
3. What made it harder?
4. How did you feel when you accomplished what you were trying to do?
5. List other goals you've achieved through discipline.

Refer to your answers to these questions when you get discouraged or feel hopeless. You've accomplished what you wanted before. You can do it again now!

Identify Your Learning Style

Everyone has a different learning style. Your learning style is your way of approaching learning that works best for you and enables you to reach your maximum potential. Read table on the next page. For each category, underline the learning styles that apply to you. Review the categories you've underlined. This is your learning style profile. Although you may be limited, try to make as many adjustments as possible to match your learning style profile. See if you become more productive.

Keep your learning style profile in mind in the future when you are enrolled in other courses or studying for recertification exams.

Learning Styles[3]

Biological	Emotions and Attitudes	Environment	Learning Groups	Sensory
Intake Some people require food or drink while they work.	Motivation Motivation is the desire to achieve academically. Some are positive about going to school, others aren't interested.	Noise level Quiet or sound. Some people need quiet when they are learning, while others can block out sound. Some people are not comfortable unless there is noise and activity around them.	Learning alone Some prefer to study by themselves.	Auditory Some people learn best by listening to verbal instruction.
Time of day When is your best time for maximum concentration? Early morning, late morning, afternoon or evening?	Persistence Are you inclined to complete tasks or take intermittent breaks and return to assignments later?	Light Low and bright. Some people work best under bright light, others find bright light harsh and irritating.	Pairs Some prefer to learn with another person.	Seeing words Some learn best by seeing and reading words.

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[3] Rita & Kenneth Dunn, as quoted in Kline, P. & Martel, L. (1992). School Success. Learning Matters.

Mobility	Responsibility	Temperature	Authority figure present	Seeing pictures
How quietly can you sit and for how long? Some need frequent breaks, others can sit for hours while learning.	Some people have no trouble following directions and meeting the teacher's demands. Others feel irritated and turned off when they are asked to complete a task a certain way. They prefer to have more of a say in how a task is carried out.	Many students can't think when they feel hot and others can't when they are cold.	Some feel more comfortable with an authority figure or teacher.	Some people's primary perceptual strength is visual and can recall what they've seen or observed.

Global/Analytic Global learners like to see the whole picture first, while analytic learners start at the beginning and proceed step by step.	Structure Your need for specific directions or explanations prior to undertaking or completing an assignment.	Setting Informal or formal. Many think best in formal environment, seated on wooden, steel or plastic chairs, while others do better on a lounge chair, a bed, the floor, on pillows or on carpeting.	Prefer variety Some learn easily alone and also with other people present (peers or authority figure).	Touching If your perceptual strengths are tactile, then you need to touch things in order to learn well.
				Doing/moving If you're a learner with kinesthetic preferences, you require whole body movement or real-life experiences to learn.

PRODUCTIVE STUDY TIME

In an Independent Learning Program, what you learn is keyed to self-motivation. A few minutes of study can be more effective than several hours if you use good study habits.

The rest of this Appendix will give you some pointers on how to study more effectively. Although you will be able to apply most of what you read to your independent work on the Video Guide, some of it will not be applicable or may be difficult to implement.

Even if you can't apply all the suggestions given here to your current program, keep them in mind. They will be helpful if you decide to take a college or continuing education course and as you study your upgrade and recertification materials.

The following topics will be covered in this section:

- Setting Study Goals
- Improving Your Concentration
- Minimizing Distraction
- Managing Your Time

Setting Study Goals

Setting goals is the best way to motivate yourself to study effectively. When you have a specific goal in mind, you know what you want to achieve, and that makes it easier to achieve it. Setting study goals enables you to study with a purpose. Starting every study assignment with specific study goals gives focus to your work.

Steps in Setting Study Goals

1. Determine your goal. What are your goals for this program? Make a list of those goals.

2. Make a list of the tasks you must complete to achieve each goal. Refer to the topics

and learning objectives in Appendix B. This details what is covered in each unit. Each Unit or Learning Activity can be viewed as a task that needs to be completed. List the Units you have to complete to meet your goals.

3. Note how much time you need to complete each task. You will know how much time it takes you to complete a unit or learning activity after you have worked on the Video Guide for a while.

4. Arrange tasks in order of importance. There may be many Units you want to work on to improve your writing but the learning activities on Writing Incident Reports may be more important to you if this is an area you need brushing up on.

5. Plan to spend a specific study period completing your study tasks. When you are studying on your own you'll have to make your own schedule.

6. Use a check list to record your progress as you complete your tasks. Record next to each task the actual date it was completed.

The table below gives an example of one worker's study goals.

Study Goals

Goal	Tasks	Time Needed	Study Period	Date Completed
Improve Writing	Write log	3 hrs.	2/3, 4, 5	2/5
	Write Incident Reports	4 hrs.	2/8, 9, 10, 11	
Improve Spelling	Learn to use spell checker	2 hrs.		
Use Verbs Correctly	Read Bazerman Unit 1, Section 2.	1 hr.		

Improving Your Concentration

Generally speaking, most of us are aware of the fact that we do not have enough time to do many of the things that we would want to do within the limited time we have. We fail, however, to accept the fact that we can do only one thing at a time, particularly, when time is limited. Since there are many things competing for our time, it's often hard for us to concentrate. Accepting the fact that we can only do one thing at a time, therefore, can improve our concentration when we sit down to do our schoolwork or other assignments.[4]

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[4] Silver, T. (1992). Study Smart: Hands-on, Nuts and Bolts Techniques for Earning Higher Grades. New York: Villard Books, pp. 283, 286.

Acknowledge your concentration span. How long can you study before your mind wanders to something else? Fifteen minutes, twenty-five minutes? When you schedule your time, schedule mini-breaks that coincide with the time you're most likely to lose your concentration. Get up, stretch, get a drink of water or a breath of fresh air. When scheduling your mini breaks, make sure to stick to them. A 10-minute break shouldn't end up lasting a half hour.

Minimizing Distractions

If possible, you should work in a well-structured study space, with books and materials at hand. Before studying, spend a few minutes to set up your study space. Get a comfortable chair and face it towards a bare wall. Avoid facing windows. Clear your desk or table space of objects except those used for your study. This will minimize visual distractions.

Sounds are the hardest to block out: doors slam, phones ring, horns honk, and people move around. The quieter the study area, the more distracting sounds become. You may find it helpful to play soft background music on the radio.

Respect your study time. Help others to be mindful of the importance of your study time. Inform as many people as you can of your scheduled study time. Repeat the time to them every chance you get. This will help avoid the distraction of unexpected visitors and the telephone ringing.

Managing Your Time

Time management starts with being able to:

- Set goals and make priorities. This gives you a sense of what has to be done and when.
- Do important things first. Important things become pressing and use up more of our time when we avoid doing them.
- Say "No". There will be many interruptions and requests for your time. Anything that is not in your schedule, can be scheduled later.

- Start and stop specific activities at predetermined times. This enables you to concentrate on the task at hand.
- Make "to do" lists and schedules.

Before organizing your study time, examine your daily routine including meals, travel, work, appointments, etc. How much time does it take for each task? Now decide how much time you need, when you want to study, and how studying fits with the rest of your activities.

Daily "To Do" List - Get in the habit of making a daily "to do" list that combines your scheduled activities and the important things you want to do that day. After listing what you want to do, code the most important items and make sure you give them priority over less important items.

Weekly Schedules - To decide what is important, you need to know your week's schedule. Start each week by making a schedule. Fill in work time, study time, important events, etc.

Monthly Schedule - A monthly schedule can help you look more broadly at what you want to accomplish. The task you list on your monthly schedule can be incorporated into your weekly and daily schedules.

At the end of each day, week or month review your schedules. Observe how well your time schedules work for you. Make adjustments as needed.

Samples of lists and schedules appear in the following pages. Take them out, duplicate them and make them part of your daily life. Good Luck!

daily to do list

√	*phone calls and appointments*

√ *priority*	*tasks to be accomplished today*	√ *done*

weekly schedule

Hours	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6 - 7							
7 - 8							
8 - 9							
9 - 10							
10 - 11							
11 - 12							
12 - 1							
1 - 2							
2 - 3							
3 - 4							
4 - 5							
5 - 6							
6 - 7							
7 - 8							
8 - 9							
9 - 10							
10 - 11							
11 - 12							

schedule for the month of

tasks to do	due date	schedule date	date accomplished

APPENDIX B

COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

DISTANCE LEARNING VIDEO GUIDE

TOPICS AND LEARNING OBJECTIVES

THEME AREA 1: Introduction to Distance Learning, and Reflections on the Relationship Between Direct Care Work and Communication Skills (Units 1-4)

Job Context: Relationship Between Direct Care Work and Communication Skills

Communication Skills: Improving Writing Skills; Review Different Responsibilities of Direct Care Workers; Reading Comprehension

Objectives:
- recognize job tasks that require reading, writing, and math
- recognize similarities and differences in job tasks
- review reporting requirements for worksite
- practice writing
- review procedures for getting information
- review different aspects of Direct Care Work
- understand technical vocabulary through context

Job Context: Understanding and Using Technical Vocabulary

Communication Skills: Expanding Knowledge of Technical Vocabulary; Learning a Technique for Understanding Vocabulary Words; Reading Comprehension

Objectives:
- review terminology used by service providers, occupational therapists, etc.
- review technical vocabulary
- introduce method for understanding vocabulary in the context
- use the context for vocabulary development

THEME AREA 2: Writing Notes and Narratives (Units 5 - 8)

Job Context: Writing Notes (or Log Entries)

Communication Skills: Recognizing Pertinent Information; Writing Skills; Planning to Write; Writing a Note; Editing Skills

Objectives:
- review purpose of notes
- describe how you distinguish between significant and irrelevant information
- plan to write
- relay accurate, precise information in writing
- review correct use of technical vocabulary
- review correct spelling, sentence structure, and verb form
- apply editing skills

Job Context: Writing Notes: Spelling Individuals' Names and Other Proper Nouns Correctly; Spelling Technical Words Correctly

Communication Skills: Spelling; Learning a Technique for Self-Study of Spelling Words; Dictionary Skills

Objectives:
- review the importance of spelling individuals' names correctly
- spell individuals' names correctly
- practice spelling technical words correctly
- review spelling rules and apply to writing
- review using a dictionary
- learn a technique for self-study of spelling words
- review meaning of words that are used frequently in reports
- use context to determine meaning of unknown words

Job Context: Writing Notes From Own Observations

Communication Skills: Writing Skills; Observational Skills; Problem-Solving

Objectives:
- express observations in writing
- compare and contrast
- assess and correct own writing
- make a problem-solving decision

THEME AREA 3: Incident Reports (Units 9 - 13)

Job Context: Incident Report Regulations

Communication Skills: Reading Comprehension; Problem-Solving; Writing Skills

Objectives:
- describe how you distinguish between different types of incidents or allegations of abuse
- describe how you make decisions regarding incidents or allegations of abuse
- improve writing skills

Job Context: Writing Descriptions of Incidents

Communication Skills: Developing Observational Skills; Note-Taking Skills; Writing Descriptions of Incidents; Writing Skills

Objectives:
- cultivate observational skills
- review important components of incident description
- review writing descriptions of incidents
- check completion and accuracy of own descriptions
- practice note-taking
- practice writing incident descriptions
- check completeness and accuracy of own descriptions

Job Context: Filling Out Incident Reports

Communication Skills: Following Directions; Understanding Categories on Forms; Filling in an Incident Report

Objectives:
- follow directions on an Incident Report
- review categories on Incident Report
- complete an Incident Report

THEME AREA 4: Individualized Planning Process (Unit 14)

Job Context: Presenting a Case at an Individualized Planning Process Meeting

Communication Skills: Writing Skills; Summarizing Skills; Interpersonal Skills

Objectives:
- synthesize information
- identify most important ideas
- relay accurate, precise information in writing
- review meeting preparation
- recognize importance of advocating for individuals

THEME AREA 5: Medications (Units 15 - 16)

Job Context: Writing Medical Notes

Communication Skills: Writing Skills

Objectives:
- distinguish between significant and irrelevant information
- relay accurate, precise information in writing
- use technical vocabulary correctly
- use correct spelling, sentence structure, and verb form

Job Context: Medication Administration

Communication Skills: Following Directions; Writing Skills

Objectives:
- follow directions
- practice writing skills
- assess correctness of work

THEME AREA 6: Communicating and Connecting with Individuals (Units 17 - 18)

Job Context: Communicating and Connecting with Individuals

Communication Skills: Summarizing Concepts; Writing Skills; Demonstrating Understanding and Empathy; Problem-Solving Skills

Objectives:
- summarize main ideas of oral presentation
- demonstrate understanding and empathy
- recognize individuals as people
- improve writing skills

Job Context: Ethics

Communication Skills: Summarizing Concepts; Writing Skills; Demonstrating Understanding and Empathy; Problem-Solving Skills

Objectives:
- summarize main ideas of oral presentation
- demonstrate understanding and empathy
- recognize individuals as people
- improve writing skills

THEME AREA 7: Managing Daily Living Activities (Unit 19)

Job Context: Interacting with Medical Community

Communication Skills: Developmental Connecting Skills; Relaying Information; Writing Skills; Problem-Solving; Using a "Consult" Form

Objectives:
- recognize role as advocate for individual
- practice communicating information
- use writing skills

THEME AREA 8: Improving Productivity and Job Efficiency Through Personal Development (Units 20 - 21)

Job Context: Reducing Stress on the Job

Communication Skills: Problem-Solving; Writing Skills

Objectives:
- practice writing skills
- employ problem-solving strategies
- identify indicators of feeling
- identify stressful situations

Job Context: Preventing Back Injuries

Communication Skills: Reading Comprehension; Writing Skills

Objectives:
- review written material on stress reduction
- practice writing skills

THEME AREA 9: Preview of Direct Care for Transitional Staff (Units 22 - 28)

Job Context: Overview of Direct Care Work

Communication Skills: Writing Skills

Objectives:
- provide overview of Direct Care work
- relay accurate, precise information in writing
- use correct grammar and punctuation
- practice editing skills
- summarizing skills
- practice writing skills

Job Context: Understanding and Implementing Activities of Daily Living

Communication Skills: Reading Comprehension; Writing Skills; Problem-Solving

Objectives:
- comprehend written materials on activities of daily living

Job Context: Overview of Entry Exam

Communication Skills: Reading Comprehension; Writing Skills; Study Skills; Test-Taking Skills

Objectives:
- review writing notes and narratives
- review purpose of notes
- relay accurate, precise information in writing
- use correct grammar and punctuation
- practice editing skills

THEME AREA 10: Career-Related College and Academic Skills (Units 29 - 30)

Job Content: Study and Note-Taking Skills

Communication Skills: Reading Comprehension; Writing Skills; Study Skills; Note-Taking Skills

Objectives:
- practice note-taking skills
- apply techniques to job-related topics

APPENDIX C

Answer Key

UNIT 1

How to Check Your Work

Answers to questions in note form are provided below. Check your answers to see if you have given enough detail to support your points. Also, make sure you have not included any unimportant information. Be sure you used complete sentences. Refer to your Writing Skills Handbook Chapter 1 for a review of sentence structure.

Answer Key

Questions on Interview with Linda

1. Being loving and understanding; getting along; accepting what goes on.

2.
   - Make us feel part of the family,
   - Don't want to come here; under a guilt trip.

3. Provide answers from your own experience.

4. Some are good and some aren't. Either new staff is inexperienced enough to accept what's going on or they want to work here. Many eager to learn; they'll do anything.

5. People who are not assigned to a definite shift but go where they are needed.

6. Get good learning experience; learn lots of medical techniques.

7. She doesn't like them. She feels the only reason they do this is to make individuals look normal to make us feel better; no benefit to the individual.

8. Her boss doesn't give her the information needed. Disagrees with some of the policies.

9. Provide answer from your own experience.

10. Provide answer from your own experience

How to Check Your Work

For Learning Activity 1 and 2 review your work to see if the description is complete and thorough and if the questions have been addressed.

Answer Key

Learning Activity 3

JOE'S	MIKE'S
more institutional	more family setting
calm atmosphere in control	calm atmosphere in control
individuals advanced set own meals	individuals appear more advanced set own meals
DA calm DA as friend	DA plays role of facilitator
spend time talking with other staff rather than with each other	spend time talking with other staff rather than with each other
able	more able
	individuals more independent

How to Check Your Work

Were you able to use the context of the unknown words to figure out what they meant? How many did you get correct?

You can use this same method whan you come across unknown words when you are reading. Keep the supplement to this unit handy so you can refer to it as needed.

UNIT 5

How to Check Your Work

Evaluating Your Note Form (N27)

- Is my note complete and does it provide enough detail answering the questions Who? What? When? Where?
- Are my responses written in complete sentences?
- Has the spelling been checked and the work edited?

UNIT 6

How to Check Your Work

Your description should be well-organized and include an appropriate level of detail. Your work should be edited using the guidelines.

KEITH

- wants to go to circus
- fears it won't happen
- frustrated/rage
- can't control environment
- little input into life
- established procedure for dealing with behavior
- doesn't like change
- in outburst could grab you
- likes Tinker Toys
- doesn't like rock music
- wants to go into community
- doesn't like song by Patsy Clark
- rocks when upset
- has been learning breathing technique to control behavior
- enjoys picnics

TOM

- spokesperson for facility
- wants to go into community
- knows everyone at Center--what they do, personal lives
- worried someone would think he's less than he wants to be
- wants to be taken at full value
- smokes
- likes Joe
- likes swimming, basketball
- can read and write his name
- can take a shower and shave
- shaving part of ADL

UNIT 9

Answer Keys

Worksheet for Supplement 1: Comprehension Questions

1. Enhance quality of care and ensure clients are free from mental and physical abuse.

2. To protect other clients from being exposed to the same risk.

3. For both, report on Reportable Incident Reporting Form 147(I). For Serious Reportable Incident, also immediately report to OMRDD.

4. The maltreatment or mishandling of a client which would endanger the physical or emotional well-being of the client through the action or inaction on the part of any individual.

5. Violation of Civil Rights.

6. Physical Abuse.

7. Seclusion.

8. Immediately informing OMRDD of all Reportable Incidents and/or instances of Alleged Client Abuse.

Worksheet for Supplement 2: Videotape on Abuse & Incident Examples

Example 1: Psychological Abuse, 147 (A) Allegations of Client Abuse

Example 2: Psychological Abuse, 147 (A) Allegations of Client Abuse

Example 3: Psychological or Physical Abuse, 147 (A) Allegations of Client Abuse

Example 4: Seclusion, 147 (A) Allegations of Client Abuse

Example 5: Neglect, 147 (A) Allegations of Client Abuse

Example 6: Minor Incident *, 147 (I) Incident Report Form, Log Book, N27

* How this is reported may be different in each DDSO

UNIT 11

How to Check your Work

Here are some questions you can ask yourself when editing your work. Refer to your Writing Skills Handbook for more information in any of these areas.

- Are notes accurate and specific?
- Is all important information included?
- Are accepted abbreviations used?
- Are sentences well-written and clear?
- Is spelling correct?
- Is purpose clear?
- Are ideas organized and is main message clear?
- Has audience been identified?
- Have unnecessary words and phrases been eliminated?
- Have phrases which state the obvious been eliminated?
- Has the person (we, she, they) changed in the course of a sentence?
- Are the subject and the verb in a sentence consistent in number?
- Is the tense the same throughout the writing?
- Is the voice the same within a sentence?
- Have commas been used correctly?

Answer Key

Description Guide

The following may be included in your description.

Baseball Activity
- Joe throws ball
- Joe gives ball to individual to throw
- 5 - 6 people in the room with Joe
- individual in wheelchair trying to hit ball with bat
- garbage pan with ball in foreground
- man in background sitting on couch, holding collar
- description of facility
- staff person helps man in wheelchair swing bat
- individuals take turns throwing ball and batting
- batter switches to different individual
- second batter having difficulty swinging bat
- Joe retrieves ball for individuals
- people are passing through the room in the background

Arts and Crafts Activity
- man painting purple painting
- individuals sitting around a table
- three staff people helping
- individual in striped shirt rocking, flailing around
- background noise - individual in distress
- description of Direct Care Worker
- bowl in center of table to clean brushes

UNIT 13

Answer Key

Information on Tape that Would be Included on an Incident Report

- name of individual
- he fell down
- he cut himself
- 3/4 inch laceration from falling
- put bandage on

UNIT 14

Answer Key

Learning Activity 1

1. Summary should include the following:
   - Direct Care Worker notices a problem with individual's eating
   - She brings it to the attention of other staff and professionals
   - Records are reviewed, observations made, Individualized Planning Process takes place
   - Dental problem determined
   - Recommendations made for solution

   Check to see if the student has a sense of how to summarize.

2. - Advocate for individual
   - Brings problem to the attention of others
   - Important player at team meeting
   - Follows up; takes assignments from meeting

   Accept any other sensible answers.

3. 1) Direct Care Worker presents problem to supervisor
   2) Look at record
   3) Ask other staff members
   4) Notify dietician
   5) Call nurse
   6) Hold IPP meeting
   7) At meeting, all staff members give perspective on problem
   8) Follow up by:
      - checking records
      - observing
   9) Follow up IPP meeting
   10) All staff members report on follow-up findings
   11) Solutions recommended
       - call dentist
       - change meal plan
   12) Discussion of how to avoid the problem in the future

4. .To get information about the problem from all staff members.

5. To follow up on observations of findings and determine a solution to the problem.

6.
   - check records
   - observe

7.
   - call dentist
   - change meal plan
   - come up with way to avoid the problem in the future

UNIT 15

How to Check Your Work

Learning Activity 3

After writing your medical note double check to see if you have included all of the important information from your list? Have you used complete sentences? Is the spelling of symptoms, medication, etc. correct? Is your writing clear? Would someone be able to understand your client's medical situation by reading what you have written?

Answer Key

Learning Activity 1

The following should be included in the summary:

- Joe sets individuals up for smoking
- Joe lights everyone's cigarettes
- Joe talks with individuals about movies while they are smoking
- Joe monitors individuals. For example, he says, "Take your time, Robert. You're going to burn yourself."

Answer Key

Learning Activity 3

1. Answer should include the following:
    - In outside world, it's a privilege to smoke
    - Facility doesn't encourage smoking
    - When smoking, remove self from clients who don't smoke -- it's their right not to smoke
    - This is a legal right

2. This question asks for your own opinion.

3. This question asks for your own opinion.

Answer Key

Learning Activity 3

1. To provide information on outcome of doctor's visit.
2. Possible answers:
   - follow-up
   - to know what procedures to follow
   - to adjust medical records
   - other answers are possible. Does your answer make sense? If so give yourself credit for it.
3. pertinent: relevant
4. bottom of the page
5. After writing the treatment, etc. in this column, sign with name and title.
6. to pass on
7. To make sure that the recommendation is correct. Written orders are more accurate and can be referred to.

UNIT 21

Answer Key

Learning Activity 1

1. gently stretching

2. better range of motion
   reduce stiffness and soreness
   helps reduce risk of injury
   better circulation
   better strength and stamina
   more energy and vigor

3. to help you warm up before starting work day

4. 3 - 5 seconds

5. take off shoes; grasp chair for balance

UNIT 21

Answer Key

Learning Activity 4

1. patronize: to treat condescendingly
   I don't mean to assume an air of superiority.

2. For Joe, working as a Direct Care Worker reaffirms every day the value of life and how fortunate he is.

UNIT 21

Anwer Key, Learning Activity 4

REACH HIGH:

Purpose: To stretch the muscles of your shoulders and arms, helping to increase shoulder flexibility to assist with reaching tasks.

Directions:
-Stand upright.
-Reach your arms up as high as possibe,
-Come up on tip-toes and stretch to maximum height.
-Hold for 3-5 seconds.
-Relax, bringing your arms down to your sides.
-Repeat 4 times.

HIP FLEXOR STRETCH:

Purpose: To stretch the hip flexors, which help to keep your back and pelvis stable and help you climb uphill or upstairs.

Directions:
-Kneel on the floor, keeping one knee bent at a 90 degree angle.
-Tighten your stomach muscles and lean forward without arching your back.
-Hold for 3-5 seconds.
-Relax and repeat 4 times.
-Switch legs and repeat 4 times.

From: Ready to Work Stretch Program for Rome DDSO, 1995.

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UNIT 27

Answer Key

Learning Activity 1

1.
   - Direct Care Worker, Joe, takes Robert for coffee
   - Joe talks about Robert's ADL of going for coffee

2. Guides Robert: "Now what do you need"
   Waits before making a suggestion: "Can I make a suggestion?"
   Gives choices: "Do you want to go back to the apartment and have tea there?"
   Any other sensible answer.

3. Joe doesn't react. He later tells Robert he burned himself.

4. Joe felt Robert would have become upset, embarassed, or ill at ease. He thought it best to pretend it didn't happen. But he told Robert because he wanted Robert to know, if he had any awareness, that in normal society if you burn yourself, you would tell people.

5. Student will answer from own experience.

Learning Activity 2

Duty:	**Organizes Leisure/Recreation Activities**
Task:	**5.2 Assist Clients in Identifying Personal Recreational Interests**

Answer Key for
Resource #4

1. Any two of the following answers are acceptable:
   a. to provide adequate physical exercise to maintain the health of internal organs
   b. to develop muscular strength, stamina, coordination, and balance
   c. to develop cognitive skills such as body awareness, attention, and discrimination
   d. to develop language concepts such as "in, on, under, next to", etc.
   e. to develop social skills such as manners and cooperation
   f. to provide opportunities to channel frustrations and aggressions

2. Any three of the following answers are acceptable:
   a. Recreation adds to a person's overall quality of life.
   b. Recreation enhances a person's emotional well-being.
   c. Recreation is important to a person's physical health.
   d. Recreation can satisfy other basic human needs such as:
      - Joy of creating
      - Fellowship and social interaction
      - Desire for adventure and new experiences
      - Enjoyment of beauty
      - Sense of achievement
      - Physical well-being
      - Emotional satisfaction
      - Sense of service to others
      - Relaxation

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Task: 5.2 Assist Clients in Identifying Personal Recreational Interests

Answer Key for
Resource #4 (cont'd.)

3. Any two of the following answers are acceptable:

   a. People need to make time for recreation.

   b. Most people have between 20 and 50 hours per week available for recreation activities.

   c. The amount of time available for recreation activities is increasing due to flextime arrangements at work, early retirements, and other trends in our society.

   d. Leisure time constitutes a significant part of a person's lifetime.

4. Any four of the following answers are acceptable:

   a. Recreation activities can be used to strengthen and maintain a wide variety of skills and abilities needed for everyday life.

   b. Recreation activities can provide exercise and range of motion for muscles and joints which are not adequately exercised in normal daily routines.

   c. Recreation can foster a positive self-image.

   d. Recreation activities can provide opportunities for greater independence.

   e. Recreation activities are excellent opportunities for integrating people into the life of the local community.

   f. Recreation promotes success at other developmental tasks through relaxation and other benefits.

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Answer Key

Learning Activity 3

Joe's purpose in reviewing the log book is to see if he should be aware of anything outside of the normal routine.

Answer Key

Learning Activity 6

Description of Rachael

- self-abuser
- gets upset when she wants to do something and can't do it
- not verbal
- inappropriate behavior includes punching herself in the face
- responds to reinforcement of good behavior

UNIT 29

Supplement 1

Answer Key

Learning Activity 2

Steps of the Normal Eating Process

1. Lift food to mouth - requires physical coordination and effort.
2. Lips - hold food in place while biting.
3. Teeth - seal mouth for efficient chewing.
4. Jaw muscle - move so teeth can cut, tear and grind food.
5. Tongue - prepare food for swallowing.

Other Facts

1. A pleasant, relaxed environment makes eating more enjoyable.
2. A well-balanced diet sustains physical and mental health.
3. The tongue is a strong muscle.
4. Eating and drinking are complex functions.

Supplement 2

Answer Key

Learning Activity 3

Notes on Normal Physiology

Normal physiology is defined as the structure and bodily functions of human beings.

All body systems work together: the skeletal, muscular and nervous system.

Skeletal System

- made up of bones, cartiledge and joints
- has 3 functions
  1. support
  2. protection
  3. movement
- many different kinds of bones
  - skull
  - vertebrae (spinal column)
  - ribs
  - limbs

Muscular System

- muscles are attached to bones
- they are elastic - lengthen and shorten during movement
- function - maintain posture

Nervous System

- messages sent to muscles by nerves
- central nervous system consist of brain and spinal cord
- transmit messages through other nerves to muscles and other organs